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ABSTRACT

The curriculum guide in language arts covers reading instruction activities for educable mentally handicapped secondary school students. Behavioral objectives are set forth, and activities and suggested materials are described for 18 skills: recognizing sight words; arranging words in alphabetical order; using guide words in the dictionary; using consonant blends; recognizing vowel diagraphs; reading words containing dipthongs; recognizing prefixes; using prefixes; recognizing and using suffixes; using pronouns and possessives; using irregular verbs; reading words with silent consonants; using homonyms correctly; identifying synonyms; using the abbreviated form of words; and recognizing declarative, interrogative, imperative, and exclamatory sentences. (CL)

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EMH: READING AND LANGUAGE ARTS--LEVEL V

1977

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Curriculum Development and Supervision

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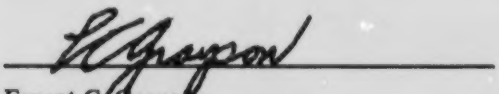
FOREWORD

The opportunity to restudy the curriculum and to assess it in terms of relevance for the students of today has been the most significant aspect of the year-round plan of school organization.

During the implementation of the Elective Quarter Plan (EQP) our curriculum has been studied, evaluated and rewritten into sixty-day instructional units based on the needs and interests of the students. Many of these courses are still in a preliminary draft and subject to study and review.

The process of curriculum development is continuous. Stated objectives must be tested and evaluated in the classroom to provide the feedback necessary for valid revision. Only through the ongoing assessment of need, with adjustments and redesign based on new input, interaction and tryout, can we reach our goal of maintaining a curriculum sensitive to the ever-changing requirements of the system.



Ernest C. Grayson
Superintendent
Jefferson County Public Schools

TABLE OF CONTENTS

Acknowledgments iv

Philosophy v

Introduction vi

General Objectives viii

Outline of Course Content--Level V ix

Skill 1: Recognizing Sight Words 1
Skill 2: Arranging Words in Alphabetical Order 6
Skill 3: Using Guide Words in the Dictionary 12
Skill 4: Using Consonant Blends: sch, scr, shr, spl, spr, squ, str, thr 17
Skill 5: Recognizing Vowel Digraphs 21
Skill 6: Reading Words Containing Diphthongs 27
Skill 7: Recognizing Prefixes 32
Skill 8: Using Prefixes 38
Skill 9: Recognizing Suffixes 41
Skill 10: Using Suffixes 47
Skill 11: Using Pronouns 52
Skill 12: Using Possessives Correctly 60
Skill 13: Using Irregular Verbs 66
Skill 14: Reading Words with Silent Consonants 71
Skill 15: Using Homonyms Correctly 75
Skill 16: Identifying Synonyms 80
Skill 17: Using the Abbreviated Form of Words 86
Skill 18: Recognizing Declarative, Interrogative, Imperative and Exclamatory Sentences 91

Nonprint Media 98

Bibliography 102

Book Selection and Reevaluation Policy
Book Selection and Material Reevaluation Procedures
Book Selection and Materials Reevaluation Policy
Citizen's Request for Reevaluation of Material

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below under the supervision of
James Rosenfield.

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Cinda Darbro	Fairdale High School
Nancy Seewer	Jeffersontown High School

PHILOSOPHY

We believe that it is our responsibility as special education teachers to provide experiences that will meet the needs of the individual in the following ways:

Create a program which has purpose, meaning, and utility for children at each stage of their development.

Help each student develop a realistic, positive self-image.

Assist the student in developing the potential to make academic progress and emotional, physical, and social adjustment in society.

By incorporating a "total approach" concept, we seek to meet a wide variety of student needs through a balanced program of affective, cognitive, and psychomotor development.

We believe, furthermore, that we must attempt to provide personal counseling for each student and her/his family in order to enhance the student's own understanding of her/his ability to cope with own limitations. Our counseling includes prevocational and vocational guidance, the promotion of sound mental health, working with social, therapeutic, and mental health agencies in the community, and helping in job placement with follow-up procedures to assure a higher degree of independence, security, success and happiness for each student.

We believe that these objectives can be realized through a curriculum which stresses learning by doing, perceptual knowledge and sensation, the utilitarian character of learning, an emphasis on training for life adjustment, a variety of practical facilitating activities and multi-sensory activities.

Our aim is to provide the practical educational experiences which will produce aware, involved and self-sufficient citizens of our community.

INTRODUCTION

A public school system must take the responsibility of educating all of its pupils. The educational process, however, must be in accord with the student's needs and abilities as an individual. For this reason, public education has provided for special education classrooms in which the students who have been diagnosed as educable mentally handicapped can function in an instructional program that proceeds along lines which are progressive, sequential, and in accordance with the needs and abilities of the individual to be instructed.

The Jefferson County Board of Education recognizes the importance of providing the educable mentally handicapped student with an educational program based upon individual needs, interests, and abilities. This program strives to promote maximum development of each student and attempts to assist her/him in daily living, so that she/he may become a contributing and self-sufficient member of society. Education is planned to enable the student to develop the elementary skills and attitudes which are fundamental to the social and economic adjustment of the mentally handicapped. Each child must be accepted as an individual and given the opportunity to progress to the limits of her/his ability with respect for individual worth.

The educable mentally handicapped student is one who has failed to function successfully in a regular instructional program due to a variety of factors. It must be noted that the educable mentally handicapped student has the same emotions, desires, needs and frustrations as the average student. The EMH student, however, differs as to the rate and the degree of her/his development, particularly in academic areas. Therefore, emphasis should always be placed upon the learner and the academic level at which she/he is presently functioning.

The educable mentally handicapped student has been tested and has attained an intelligence quotient score within the range of 50-75. Although mental retardation is the student's major handicap, he/she has further been diagnosed as having exhibited one or more of the following characteristics:

Intellectually he/she has limited capabilities; difficulty in using symbols in reading, writing, and arithmetic; limited ability to perceive cause and effect; limited ability to solve problems; and difficulty in oral and written expression.

Emotionally he/she has a poor self-image; inability to realistically evaluate own strengths and weaknesses; and a restricted maturity level.

Physically he/she may have additional handicaps such as speech, hearing and visual defects and poor motor coordination.

Socially he/she frequently comes from an environment where education has not been highly valued; has some difficulty in participating, understanding, and meeting everyday problems and/or has limited life experiences upon which to base academic learning; and may have had adjustment problems in school.

Due to class size the EMH program has either been able to meet these individualized needs and provide training in basic academic skills, habits, and social attitudes; or has provided prevocational and vocational training geared to the individual. This does not exclude, however, the possibility of later integrating the EMH student back into the regular program in areas in which he/she can achieve successfully. The ultimate goal of special education is to produce a happy, well-adjusted, socially acceptable, civically responsible individual who can become an involved member of society.

Explanation of LEVELS in the program for the Educable Mentally Handicapped.

Level I: Readiness
Level II: Extension
Level III: Beginning of reading for years six, seven and eight
Level IV: Ungraded Intermediate Reading I
Level V: Ungraded Intermediate Reading II

GENERAL OBJECTIVES

Middle School and Junior High School

Develops individual reading readiness congruent with present level and capacity for learning.

Develops skills in language arts involving the functional and practical words most commonly used in experiential areas.

Develops individualized arithmetic concepts based on the need of the student to function in society as a consumer.

Develops the communicative skills necessary to participate in society.

Develops an awareness and understanding of the opportunities and responsibilities of a citizen.

Develops an understanding of the world in which one lives and her/his relationship and adjustment to it.

Develops an understanding of her/his own limitations and the ability to plan a realistic program commensurate with own skills and abilities.

Senior High School

Continues the development of skills, objectives and behavior patterns previously established.

Develops more mature behavior so that he/she may better cope with and function in society.

Acquires occupational information concerning the importance of all work and especially the work available in her/his own community.

Becomes able to measure own abilities against the requirements of a job in which he/she is interested and to balance desire with potential.

Acquires vocational training (at home, in school or at a "referred" location) in required manual and nonmanual skills.

Attempts to obtain a job.

Becomes familiar with social agencies and community services that will be available to her/him after leaving the school setting.

Continues enrichment activities and leisure time interests in order to achieve a more fulfilling life.

OUTLINE OF COURSE CONTENT--LEVEL V*

I. Recognizing sight words

II. Arranging words in alphabetical order

III. Using guide words in the dictionary

IV. Using consonant blends: sch, scr, shr, spl, spr, squ, str, thr

V. Recognizing vowel digraphs

VI. Reading words containing diphthongs

VII. Recognizing prefixes

VIII. Using prefixes

IX. Recognizing suffixes

X. Using suffixes

XI. Using pronouns

XII. Using possessives correctly

XIII. Using irregular verbs

XIV. Reading words with silent consonants

XV. Using homonyms correctly

XVI. Identifying synonyms

XVII. Using the abbreviated form of words

XVIII. Recognizing declarative, interrogative, imperative, and exclamatory sentences

*The area(s) of language arts emphasized in each facilitating activity is indicated in parenthesis following the activity.

EDUCABLE MENTALLY HANDICAPPED (EMH): READING AND LANGUAGE ARTS

LEVEL V

Skill 1: Recognizing sight words

Behavioral Objective: Given the sight words listed below, one at a time, the student will name each word as it is presented.

apple	full	been	grow	sold
toe	because	act	first	right
shall	free	beside	again	found
four	seven	cent	decide	always
around	care	what	city	dear
feet	will	tall	when	where
cook	long	much	tax	tea
cake	coat	could	myself	some
start	soap	before	hear	laugh
light	meat	need	better	black
carry	gate	give	rain	road
seem	there	would	after	every
other	please	think	yellow	yet
game	eight	pretty	those	tin
wish	wear	fell	pull	then
their	year	does	once	pen
pick	began	mail	done	don't
drink	people	begin	bread	dead
head	ton	table	daddy	happy
never	sick	tub	bought	ought
together	funny	sky	war	warm
show	stay			

Facilitating Activities	Suggested Materials
1. Use sight-word flash cards. Have the student make a list of words he/she misses. Have the student trace the missed words and say them. (Reading)	Sight-word flash cards Cards: Dolch Sight Phrase Cards.
2. Distribute sets of pictorial word cards. Have the students work together naming the object and reading the word cards. (Reading)	Pictorial word cards
3. Make work sheets containing broken line copies of sight words. Have the student connect the lines to form the words and then read orally the words. (Reading and Writing)	Work sheet Pencil Jefferson County Public Schools. EMH: Language Arts--Level III.

Example:

Facilitating Activities	Suggested Materials
4. Distribute a work sheet with three sight words on each line. Under each sight word, omit letters. Have the student write the missing letters. (Reading and Writing) Example: game drink found g_me dr_nk f_ _nd gam_ d_ink fou_ _ dri_ _ _ound	Work sheet Pencil
5. Distribute sight-word cards which can be pantomimed. Have the student pantomime her/his sight word. (Reading)	Cards: Dolch Group-Size Word Cards: Popper Words. Set I.
6. Distribute a work sheet with five sight words per line. Read orally one word from each line, pausing after each. Have the student circle the given word. (Listening and Reading) Sample work sheet: 1. feet cook year (people) before 2. again think seven always ought Teacher says people. Student circles the word people.	Work sheet Pencil
7. Make a deck of sight-word cards. Place cards face down on a table. Have the student draw a card and read it aloud. If the student cannot read the card, have her/him return it to the deck. Student with most cards is winner. (Reading)	Game: Dolch Group Word Teaching Game. Cards: Match. Set I. Dolch Group-Size Word Cards: Popper Words. Set II.

Facilitating Activities	Suggested Materials
8. Distribute a work sheet with four sight words on each line. Read orally a sentence containing one of the sight words on a given line. Have the student circle the sight words read in the sentence. (Reading and Listening) Sample work sheet: 1. apple shall (table) better 2. sold city tax (daddy) Teacher says, "Jim is under the table." Student circles table on the work sheet.	Work sheet Pencil
9. Distribute a written list of sentences, each containing a sight word. Flash a sight-word card and have the student circle the same word as in the sentence. (Reading) Sample work sheet: 1. Jim is (eight) years old today. Teacher shows flash card for eight. Student circles the word eight on the work sheet.	Work sheet Pencil Sight-word flash cards
10. Write five sight words on the chalkboard. Read orally the words to the class. Erase one sight word. Have the student say the missing word. Continue until all words are erased and have the student name all five words. (Reading)	Chalkboard Chalk

Facilitating Activities	Suggested Materials
11. Have the student make a picture dictionary of sight words, drawing a picture of each word and writing it in a sentence. (Reading and Writing) Example: Cake I like cake.	Paper Pencil Crayons Felt-tip markers
12. Distribute a work sheet divided into nine sections. Put five sight words in each section. Have the student number the words 1, 2, 3, in the order they are read by the teacher. (Reading) Example: Teacher says: Put a 1 by happy. Put a 2 by pretty. Put a 3 by those. Sample work sheet:	Work sheet Pencil
13. Distribute a work sheet containing incomplete sentences and a list of sight words. Have the student fill in the blank with the sight word which contextually completes each sentence. (Reading and Writing) Example: Jim (began) to do his homework.	Work sheet Pencil

cake happy 1 yellow those 3 pretty 2		

Facilitating Activities	Suggested Materials
14. Distribute a work sheet with five similar sight words per line. Have the student circle the word that is the same as the first word in each line. (Reading) Example: 1. apple | around act after always (apple) 2. toe | their there ton (toe) tin	Work sheet Pencil
15. Use sight-word flash cards listed in Skill 1. Have the student name each word as it is presented. (Reading)	Teacher-made flash cards

Skill 2: Arranging words in alphabetical order

Behavioral Objective: Given a written list of ten words, from previously taught vocabulary, each word beginning with the same consonant, the student will write the words in alphabetical order, using the second or third letter of each word as it is listed.

Facilitating Activities	Suggested Materials
1. Write on chalkboard or display poster cards of the letters of the alphabet. Read orally and have the student repeat. (Listening and Speaking)	Chalkboard Chalk Posters: Alphabet Wall Cards.
2. Write on chalkboard four words from previously taught vocabulary, in alphabetical order, such as bird, car, deer, egg. Explain that these words are in alphabetical order because the first letter of each word is in the same order as the alphabet. Explain that alphabetical order is important in using the dictionary, the telephone book, the encyclopedia, and in filing. (Listening)	Chalkboard Chalk
3. Have the student write the letters of the alphabet in order and a word beginning with each letter. (Writing)	Prevo, Helen. My Language Arts Book, p. 13. Duplicating Masters: Building Dictionary Skills. Level 1, p. 1.
4. Distribute a work sheet of letters of the alphabet in random order. Have the student write the letters which come before and after the given letter. (Reading and Writing) Example: ____ t ____ ____ b ____ ____ f ____	Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 62. Duplicating Masters: Basic Skills for Everyone, p. 16. Work sheet Pencil

(continued)

Facilitating Activities	Suggested Materials

Variation: Give two letters of the alphabet and have the student write the letter which comes between the given letters.

Example:

e_____g
i_____k

5. Write on the chalkboard numbered rows of letters of the alphabet, four letters per row. Have the student circle the letter in each row that comes first in the alphabet. (Reading and Writing)

Duplicating Masters: Basic Skills for Everyone, p. 16.

Chalkboard
Chalk

Example:

1. t d (b) g
2. (i) m l z

Variation: Have the student rewrite each group of letters in alphabetical order.

Example:

1. t d b g - (b d g t)
2. i m l z - (i l m z)

6. Distribute work sheet of the following:

Work sheet
Pencil

1. a and c _____
2. d and h _____
3. f and q _____
4. a and g _____
5. r and u _____
6. s and w _____
7. c and k _____
8. b and f _____
9. [illegible] and p _____
10. u and x _____
11. l and [illegible] _____
12. h and j _____
13. s and x _____
14. c and g _____
15. x and z _____

Have the student write the letters which come between each pair of letters. (Reading and Writing)

Facilitating Activities	Suggested Materials
7. Distribute work sheet of secret messages. Have the student unscramble each message by writing the letter which comes after each given letter. (Reading and Writing) Example: lx cnfr mzld hr ozk. (My) (dog's) (name) (is) (Pal).	Work sheet Pencil Duplicating Masters: Building Dictionary Skills. Level 1, p. 5. Language Patterns and Usage. Grade 4, Part 1, p. 1. Phonics and Word-Analysis Skills. Grade 5, Part 2, p. 1.
8. Distribute work sheet of sentences from previously taught vocabulary, in scrambled order. Have the student arrange the words in alphabetical order to form a sentence. (Reading and Writing) Example: 1. house David find slipper can his? (Can David find his house slippers?) 2. play Beth can tennis Aunt. _____	Work sheet Pencil Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, pp. 5, 26.
9. Have the student write a story titled A Big Cat. Have her/him start the first sentence with A, the next sentence with B, and so on. (Writing)	Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, p. 9.
10. Distribute a work sheet of numbered rows of incomplete groups of words. Have the student fill in the blanks by writing words in alphabetical order. (Reading and Writing) Example: 1. dark _____ _____ _____ 2. _____ catch cell center 3. baby call _____ gate 4. real _____ _____ tall	Work sheet Pencil

Facilitating Activities	Suggested Materials
11. Write on the chalkboard columns of words, in random order, under categories, such as animals, fruits, or cities. Have the student write each group of words in alphabetical order. (Reading and Writing)	Chalkboard Chalk Paper Pencil
Example:	Duplicating Masters: Language Patterns and Usage. Grade 4, Part 1, p. 2.
Animals: elephant, monkey, zebra, tiger, lion Fruits: orange, banana, apple, pineapple Cities: Nashville, Louisville, Chicago, Detroit, Boston	Basic Skills for Everyone, p. 18.
	Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 62.
Variation: Use words from the student's social studies unit, such as colonies, states.	
12. Write on the chalkboard five words from previously taught vocabulary, each beginning with the same letter, and in alphabetical order. Have the student name the words and tell how they are arranged. Explain that when all of the words begin with the same letter, one must look at the second letter of the words. When the first and second letters are the same, one must look at the third letter to determine the alphabetical order. (Listening and Speaking)	Chalkboard Chalk
Example: bar bet bit bold but	
13. Distribute work sheet of rows of words from previously taught vocabulary, each row containing words beginning with the same letter and in alphabetical order, except for one row. Have the student mark the row that is not in alphabetical order. (Reading)	Work sheet Pencil
Example: ____ 1. tail tall tan tank tent (✓) 2. blank blue blew blink ____ 3. drank drink drip drool	

Facilitating Activities	Suggested Materials
14. Distribute work sheet of columns of words which begin with the same letter and are in alphabetical order, except for one or two words. Have the student mark out the words that are not in alphabetical order. (Reading) Example: bananas beechnut beets -beans- biscuits blueprints bread -bacon-	Work sheet Pencil Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 63.
15. Distribute a written list of pairs of words from previously taught vocabulary, each word in the pair beginning with the same letter. Have the student write the word in each pair that comes first, alphabetically. (Reading and Writing) Example: a. fish, frog (fish) b. drop, drip (drip)	Work sheet Pencil Duplicating Masters: Basic Skills for Everyone, p. 17.
16. Play "Alphabetical Order." Make several sets of word cards, six cards per set. Divide the class into teams. Give the first member of each team a set of word cards. Have them arrange the cards in alphabetical order. The first student to correctly arrange her/his cards scores a point for her/his team. Continue until each student has played. The team with most points wins. (Reading)	Teacher-made word cards

Facilitating Activities	Suggested Materials
17. Write on three-inch square tagboard each student's first and last name. Put the names in a box. Have the student arrange the names in alphabetical order, last name first, before the end of three minutes. (Reading) Variation: Use word cards with words beginning with the same two letters.	Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, p. 8.
18. Distribute work sheet of a list of words from previously taught vocabulary, each word beginning with the same letter. Have the student write the words in alphabetical order, looking at the second or third letter of each word. (Reading and Writing)	Work sheet Pencil Duplicating Masters: Building Dictionary Skills. Level 1, pp. 3-4.

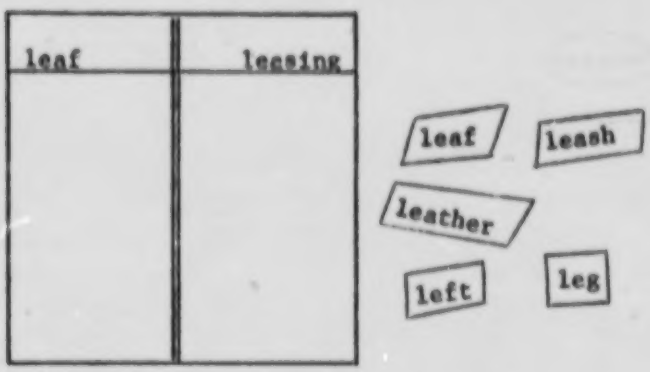
Skill 3: Using guide words in the dictionary

Behavioral Objective: Given a written list of ten words, the student will find each word in the dictionary and write the guide words found on that page.

Facilitating Activities	Suggested Materials
1. Explain that a dictionary is divided into three parts. Write on chalkboard: front: A - G middle: H - P back: Q - Z Write on the chalkboard a list of words from previously taught vocabulary and have the student say in which section of the dictionary each word can be found. (Listening and Speaking)	Chalkboard Chalk
2. Distribute a written list of words from previously taught vocabulary. Have the student write _F_ (front), _M_ (middle), or _B_ (back) beside each word to show where that word can be found in the dictionary. (Reading and Writing) Variation: Have the student write her/his own list of words found in each part of the dictionary. Example: Front Middle Back ____ ____ ____ ____ ____ ____ ____ ____ ____	Work sheet Pencil Duplicating Masters: Building Dictionary Skills. Level 1, p. 2. Phonics and Word-Analysis Skills. Grade 4, Part 1, p. 28. Basic Skills for Everyone, p. 20.
3. Explain that at the top of each page in the dictionary there are two words, in heavy print, called guide words. The word on the left is the first word on that page and the word on the right is the last word on that page. Words that come in alphabetical order between these guide words will be found on that page in the dictionary. (Listening)	Duplicating Masters: Basic Dictionary Skills. Grades 3-6.

Facilitating Activities	Suggested Materials
4. Write on chalkboard a list of page numbers. Have the student write the guide words found on each given page in the dictionary. (Reading and Writing)	Chalkboard Chalk Paper Pencil Dictionary Duplicating Masters: Building Dictionary Skills. Level 1, p. 6.
5. Distribute work sheet containing page numbers and guide words for each page, followed by a list of words. Have the student write the page number where he/she would find each word. (Reading) Example: p. 408 lack lake p. 409 lamb landmark p. 410 landowner larch p. 411 lard late landlord (409) lame _____ lain _____ lad _____ land _____	Work sheet Pencil Duplicating Masters: Building Dictionary Skills. Level 1, p. 6. Phonics and Word-Analysis Skills. Grade 4, Part 2, p. 19. Basic Skills for Everyone, p. 21.
6. Distribute work sheet containing two guide words and a list of words. Have the student write yes beside each word if it can be found between the given guide words. (Reading) Example: duck 180 dump duct _____ dual _____ dunk _____	Work sheet Pencil Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 64.
7. Distribute a written list of pairs of guide words. Have the student find the page number of each pair of words in the dictionary and write it. (Reading)	Work sheet Pencil Dictionary Duplicating Masters: Basic Library Skills. Grades 4-6.

Facilitating Activities	Suggested Materials
8. Distribute work sheet of pairs of guide words, each followed by a choice of two words. Have the student circle the word which comes between the given words. (Reading and Writing) Example: 1. lamp - language (land, length) 2. pomp - poppy (pool, pole)	Work sheet Pencil Duplicating Masters: Our Living Language. Grade 4, Book 2.
9. Write on chalkboard two guide words. Have the student use the dictionary and write five words which can be found between the given guide words. (Reading and Writing)	Chalkboard Chalk Paper Pencil Dictionary
10. Make several large blank "dictionary pages" on construction paper or poster board. Write two guide words on each page. Tape the pages to the chalkboard. Make small word cards which would fit in one column of the dictionary page. Include some word cards which would not belong on the given pages. Put tape on the back of each card. Distribute word cards. Have the student place each card on the proper page, and then alphabetize the words. (Reading) Example:	Construction paper Tape Teacher-made word cards Forte, Imogene, et al. Kid's Stuff: Reading and Language Experiences, p. 123.



Facilitating Activities	Suggested Materials
11. Distribute work sheet containing sample dictionary pages, with two guide words for each page, and a list of words from previously taught vocabulary. Have the student write the words on the dictionary pages under the correct guide words. (Reading and Writing) Example: hold homeroom | hope hose | mover mug _____ | _____ | (muddy) _____ | _____ | _____ _____ | _____ | _____ _____ | _____ | _____ muddy much horn hollow	Work sheet Pencil Duplicating Masters: Language Patterns and Usage. Grade 4, Part 1, p. 3. Language Patterns and Usage. Grade 5, Part 1, p. 2. Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 65.
12. Distribute a work sheet containing a pair of guide words, followed by a list of words, all beginning with the same letter. Have the student circle the words that would be found between the given guide words. (Reading) Example: mean - mechanic (meat) meal (meaning) male (measure) medic	Work sheet Pencil Duplicating Masters: Phonics and Word-Analysis Skills. Grade 4, Part 1, p. 29.

Facilitating Activities	Suggested Materials
13. Distribute a work sheet divided into three columns. In the first column write numbered pairs of guide words. In the second column write one word per row. Have the student determine if the word in the second column comes before or after the given guide words in the first column and write <u>before</u> or <u>after</u> in the third column. (Reading and Writing) Example: 1. chestnut - chill | chair | (before) 2. soul - sting | tie | _____ 3. smoke - son | square | _____ 4. snap - snow | soap | _____	Work sheet Pencil Duplicating Masters: <u>Practice in Dictionary Skills</u>.
14. Distribute dictionaries. Divide the class into two teams and choose a leader. Have the leader say a word. The team who finds the word first in the dictionary scores a point. Have the leader say another word beginning with a different letter of the alphabet. The team with more points wins. (Listening and Reading)	Dictionaries
15. Distribute a work sheet containing a list of ten words. Have the student find each word in the dictionary and write the guide words found on each page. (Reading and Writing)	Work sheet Pencil Dictionaries Duplicating Masters: <u>Building Dictionary Skills</u>. Level 1, p. 7. Forte, Imogene, <u>et al</u>. <u>Center Stuff for Nooks, Crannies and Corners</u>, pp. 24, 27-28. Forte, Imogene, <u>et al</u>. <u>Kid's Stuff: Reading and Language Experiences</u>, p. 126.

Skill 4: Using consonant blends: sch, scr, shr, spl, spr, squ, str, thr

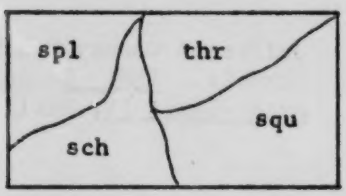
Behavioral Objective: Given a written list of twenty incomplete sentences from previously taught vocabulary, each incomplete sentence followed by a pair of words, both of which begin with a consonant blend of sch, scr, shr, spl, squ, str, or thr, the student will write the blended word which contextually completes at least fifteen of the sentences.

Facilitating Activities	Suggested Materials
1. Explain that some blends are formed by combining three letters to produce one sound. Write on the chalkboard words beginning with the above blends. Say each word one at a time. Have the student repeat the words. (Listening, Speaking and Reading)	Chalkboard Chalk Teacher-selected words beginning with blends
2. Say: I'm thinking of a word which begins with str. Have the student say a word containing the given blends. (Speaking) Variation: Use word cards to display examples of each blend.	Jefferson County Public Schools. EMH: Language Arts--Level IV, Skill 3.
3. Write a consonant on the chalkboard. Have the student orally add consonants to form blends. (Speaking) Example: s_____ s_____ s_____ s_____ s_____ s_____	Chalkboard Chalk
4. Distribute a work sheet containing five words on each line. Have the student circle the word or words which begin with the same blend as the first word in each line. (Reading) Example:	

string	(strap) screen splash (straw)

Facilitating Activities	Suggested Materials
5. Play a tape recording of the consonant blend sounds. Give the student a set of ten word cards. Have the student pick up the card which begins with the given consonant sound. (Reading and Listening)	Tape recorder Word cards
6. Distribute cardboard or poster board which has been marked off into areas of blends. Have the student cut magazine pictures of objects beginning with designated consonant blends and glue them on cardboard in collage form. (Reading)	Poster board Magazines Glue Scissors

Example:



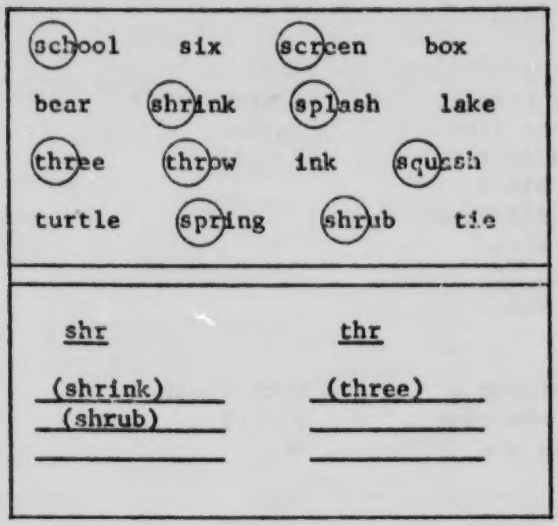
7. Play "Blend Bingo." Distribute cards divided into twenty-five squares, each square containing the letters which represent a consonant blend. Say a word beginning with a consonant blend. Have the student cover the consonant blend if it is on her/his card. Win as in "Bingo." (Listening and Reading)	Teacher-made bingo cards Covers (tokens)

Example:

spl	str	thr	shr	spl
sch	scr	shr	squ	thr
thr	str	X	spr	shr
sch	scr	spl	spr	squ
sch	squ	spr	str	thr

Facilitating Activities	Suggested Materials
8. Distribute a work sheet containing words, some beginning with consonant blends and some without blends. Have the student circle all initial consonant blend words. At the bottom of the page, have the student write the words in groups according to the same consonant blends. (Reading and Writing)	Work sheet Pencil

Example:



9. Have the student write five nonsense sentences in which each word of one sentence begins with the same consonant blend. (Reading and Writing)	Wallace, Gerald, and Kauffman, James M. Teaching Children with Learning Problems, p. 178.
10. Play "Password," using words with blends. (Reading)	Word blend cards
11. Write on the chalkboard a list of scrambled words, some of which contain blends. Have the student unscramble the words and circle the words beginning with blends. (Reading and Writing)	Chalkboard Chalk Paper Pencil

Facilitating Activities	Suggested Materials
12. Play "Word Trail." Draw a margin around a sheet of tagboard. Divide the margin into spaces, each containing a word beginning with a blend. Insert, randomly, rewards and penalties such as "take another turn," "go back three steps." Have the players roll die and move their cars the number of spaces, reading each word as they travel along. If the student fails to read a word, have her/him stop on the space behind the word and wait for another turn. The first player around the board wins. (Reading)	Tagboard Die Markers Ekwall, Eldon E. Locating and Correcting Reading Difficulties, p. 52.
13. Distribute a consonant letter card to each student. Have the student find a partner (or partners) whose letter card can be paired to make a blend. Have the partners write five different words which begin with their blend and write a sentence with each of the blended words. (Reading and Writing)	Letter cards Paper Pencil
14. Distribute a work sheet containing a list of words beginning with the same blend. Have the student write the words in alphabetical order. (Reading and Writing)	Work sheet Pencil
15. Distribute a work sheet containing twenty incomplete sentences from previously taught vocabulary, each followed by a pair of words, both of which begin with a consonant blend of sch, scr, shr, spl, spr, squ, str, or thr. Have the student write the blended word which contextually completes each sentence. (Reading and Writing)	Work sheet Pencil

Skill 5: Recognizing vowel digraphs

Behavioral Objective: Given a written list of eight incomplete sentences from previously taught vocabulary, each incomplete sentence followed by a pair of one-syllable words, both of which contain a vowel digraph of ei, oo, ow, or ui, the student will write the word which contextually completes six of the sentences.

Facilitating Activities	Suggested Materials
1. Write on the chalkboard words containing ei, oo, ow, and ui. Explain that some vowel digraphs have different sounds although they are spelled alike. Say each word and have the student repeat. (Reading, Listening and Speaking)	Chalkboard Chalk

Example:

ei	oo	ui	ow
weight	moon	fruit	low
either	book	build	

2. Distribute a work sheet containing a list of words having the o͞o and o͝o sounds. Say each word, pausing after each and have the student repeat. (Reading, Listening and Speaking) — Work sheet

Example:

o͞o	o͝o
1. pool	book
2. broom	hook
3. moon	wool
4. soon	look
5. spoon	wood
6. tool	cook
7. boot	shook
8. root	foot
9. zoo	stood
10. too	crook
11. smooth	took
12. goose	hood
13. tooth	hoof
14. noon	
15. roof	

Facilitating Activities	Suggested Materials
3. Distribute a work sheet containing a list of words, omitting the vowel digraph oo. Have the student write the oo vowel digraph to complete each word and read orally each word. (Reading and Writing) Example: st _ _ d r _ _ t br _ _ k s _ _ n p _ _ r g _ _ d sh _ _ k t _ _ k f _ _ l	Work sheet Pencil
4. Distribute a work sheet containing a list of words having the long and short oo vowel digraphs. Have the student silently read each word and mark the long oo sound with a macron and the short oo sound with a breve. (Reading) Example: (ᴗ) (—) (—) (ᴗ) good cool roof hook	Work sheet Pencil
5. Distribute a work sheet containing a list of words having the vowel digraphs of ow, oo, ei, and ui. Have the student read orally each word. (Reading) Example: 1. weight 11. food 2. either 12. snow 3. fruit 13. grow 4. build 14. tow 5. blow 15. guild 6. mow 16. suit 7. book 17. sleigh 8. root 18. row 9. crow 19. eight 10. throw 20. show	Work sheet

Facilitating Activities	Suggested Materials
6. Write on the chalkboard a list of words containing a vowel digraph of <u>oo</u>, <u>ei</u>, <u>ui</u>, <u>ow</u>. Distribute dictionaries. Have the student, using each word, write its definition, and write a sentence. (Reading and Writing)	Chalkboard Chalk Paper Pencil Dictionaries
7. Distribute a work sheet containing numbered rows of three sets of vowel digraphs per row. Read orally a list of one-syllable words, one at a time. Have the student circle the letters which represent the vowel digraph in the given word. (Listening and Reading)	Jefferson County Public Schools. <u>EMH: Language Arts--Level IV</u>, Skill 4.

Example:

Teacher says--	Work Sheet--
<u>book</u>	1. ei (oo) ow
<u>snow</u>	2. ui oo (ow)

8. Distribute sets of picture cards containing objects having vowel digraphs. Have the student sort picture cards according to the same vowel digraphs. (Reading)	Picture cards
9. Distribute a work sheet containing three words per line. Say the sound of a vowel digraph. Have the student circle a word containing the same vowel digraph. (Reading and Listening)	Work sheet Pencil

Example:

Teacher says--	Work Sheet--
<u>ow</u>	1. (snow) book quit
<u>oo</u>	2. weight pool (good)

Facilitating Activities	Suggested Materials
10. Make picture cards of objects/actions containing a vowel digraph. Under the picture omit all letters except the silent letter in the vowel digraph. Have the student write the missing letters of the word. (Reading and Writing)	Teacher-made picture cards Pencil
11. Distribute a work sheet containing three words per line. Say a word containing a vowel digraph. Have the student circle the word having the same vowel digraph. (Reading and Listening)	Work sheet Pencil
12. Write on the chalkboard a list of words, each containing a vowel digraph. Have the student copy the words and write another word that rhymes with each of the words on the board. (Reading and Writing)	Chalkboard Chalk Paper Pencil
13. Write on the chalkboard, letters which represent a vowel digraph. Have the student write words containing the vowel digraph. (Reading and Writing)	Chalkboard Chalk Paper Pencil

Example:

Example:

Teacher says--	Work Sheet--
cool	1. quit (pool) foot
build	2. cook either (quit)

Example:

ei o͞o ow o͝o ui

(pool)

Facilitating Activities	Suggested Materials
14. Write on the chalkboard a list of nonsense words, each containing a vowel digraph. Have the student orally read each word. (Reading) Example: sook tuild trow	Chalkboard Chalk
15. Distribute a work sheet containing a list of words that have vowel digraphs. Have the student group the words according to the same vowel digraph and write each group of words in alphabetical order. (Reading and Writing) Example:	Work sheet Pencil

Student:

tool	hook	flow	roof	hook	roof
weight	stood	throw	fruit	stood	spoon
spoon	took	sleigh	suit	took	tool

16. Read orally, one at a time, a list of one-syllable vowel digraph words from previously taught vocabulary. Have the student write each word as it is given. (Listening and Writing)	Paper Pencil
17. Distribute a work sheet with incomplete sentences and a choice of one-syllable vowel digraph words to complete the sentences. Have the student read and contextually complete each sentence. (Reading and Writing) Example: roof good cook bowl spoon slow hood smooth 1. His wife is a _____ _____. 2. She gave him a _____ and _____ with which to eat. 3. The man should tar his _____.	Work sheet Pencil

Facilitating Activities	Suggested Materials
18. Distribute a work sheet containing eight incomplete sentences from previously taught vocabulary, each followed by a pair of one-syllable words, both of which contain a vowel digraph of ei, oo, ow, or ui. Have the student write the word which contextually completes each sentence. (Reading and Writing)	Work sheet Pencil
Note: In saying a diphthong sound, one must change the position of the mouth. In saying a digraph sound, this is not necessary.	Ekwall, Eldon E. Locating and Correcting Reading Difficulties, p. 112.

Skill 6: Reading words containing diphthongs

Behavioral Objective: Given a written list of 20 incomplete sentences from previously taught vocabulary, each incomplete sentence followed by a pair of words, both of which contain a diphthong of au, aw, ew, ey, oi, ou, ow, or oy, the student will write the word which contextually completes each sentence.

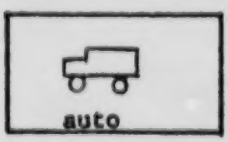
Facilitating Activities	Suggested Materials
1. Write on the chalkboard words containing au and aw which have the sound of ô. Say each word and have the student repeat it. Discuss the meaning of each word. (Reading, Listening and Speaking)	Chalkboard Chalk Duplicating Masters: Special Vowel Patterns. Part II. Kit: Sight and Sound Phonics Program. Charts: Phonic Analysis Charts. Transparencies: Phonic Analysis Transparencies.

Example:

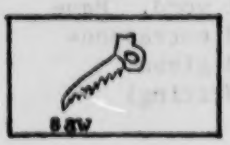
paw	shawl	author
thaw	pawn	daughter
raw	yawn	pause
draw	claw	haul
hawk		faucet
dawn		fault
lawyer		cause
saw		sauce
lawn		vault
jaw		haunt
straw		August

2. Show picture word cards of objects containing the au and aw diphthongs. Have the student say the name of the object and the letters which represent the diphthong. (Reading and Speaking)	Cards: Dolch Vowel Cards: Group-Size Phonic Cards. Kit: Second Experiences with Vowels and Consonants. Part 1 and Part 2.

Example:



Student says auto--au.



Student says saw--aw.

Facilitating Activities	Suggested Materials
3. Write on the chalkboard a list of words containing the au and aw diphthong. Distribute work sheet containing pictures of objects which have the au or aw diphthong. Have the student write a word from the chalkboard under the corresponding picture. (Reading and Writing)	Chalkboard Chalk Work sheet Pencil
4. Distribute a work sheet containing sentences from previously taught vocabulary, each sentence having an aw or au diphthong word. Omit the aw or au in the diphthong word. Have the student write the diphthong which completes the word. (Reading and Writing) Example: 1. Mary is eating a r _ _ carrot. 2. He broke the l _ _ and went to jail. 3. The month after July is _ _ gust.	Work sheet Pencil
5. Distribute a work sheet containing words from Activity 1, omitting the diphthong in each word. Have the student write the diphthong in each word. (Reading and Writing)	Work sheet Pencil
6. Distribute a work sheet containing pictures of objects with the diphthongs of au or aw. Have the student write the corresponding words below each picture. (Reading and Writing)	Work sheet Pencil Cards: Picture Word Matching Game.
7. Write on the chalkboard a list of definitions of words spelled with the au or aw diphthong. After each definition, write the diphthong used in that word. Have the student write the word corresponding to the definition and given diphthong. (Reading and Writing) Example: 1. sunrise (aw) (dawn) 2. mother's girl child (au) (daughter) 3. not cooked (aw) (raw) 4. person who writes a book (au) (author) 5. grass or yard (aw) (lawn)	Chalkboard Chalk Paper Pencil

Facilitating Activities	Suggested Materials
8. Write on the chalkboard words containing <u>oi</u> and <u>oy</u>. Say each word and have the student repeat it. Discuss the meaning of each word and explain that <u>oi</u> and <u>oy</u> usually make the same sound. (Listening, Speaking and Reading)	Chalkboard Chalk

Example:

<u>oi</u>	<u>oy</u>
oil	boy
soil	toy
boil	joy
point	Roy
noise	coy
coin	
broil	
spoil	
coil	
choice	
joint	
moist	
foil	
voice	
join	

9. Refer to Activities 2-7, using words with the <u>oi</u> and <u>oy</u> diphthongs.

10. Explain that the diphthongs <u>ou</u> and <u>ow</u> form the same sound as in <u>cow</u> and <u>out</u>. Write on the chalkboard words containing <u>ou</u> and <u>ow</u>. Say each word and have the student repeat it. Discuss meaning of each word. (Reading, Listening and Speaking)	Chalkboard Chalk

(continued)

Facilitating Activities | **Suggested Materials**

Example:

ou		ow
house	sprout	cow
out	bout	owl
round	blouse	plow
sour	ouch	gown
our	pouch	clown
found	foul	frown
ground	cloud	howl
south	couch	how
pound	louse	down
grouch	house	now
shout	mouse	brow
hound	loud	prowl
sound	flour	crown
mound	thousand	drown
mouth	mountain	fowl
trout	pout	growl
proud		

11. Refer to Activities 2-7, using words with ou and ow.

12. Distribute a work sheet containing a list of questions which can be answered by an ou or ow word. Have the student answer each question by writing the ou or ow word. (Reading and Writing)

    Work sheet
    Pencil

    Example:

    What is the opposite of up? (down)
    What is the opposite of north? (south)

13. Write the word few on the chalkboard. Explain that ew is a diphthong which has a sound of its own. (Reading and Writing)

    Chalkboard
    Chalk

    Variation: Do the same activity for ey, as in they.

Facilitating Activities	Suggested Materials
14. Distribute a work sheet containing nonsense sentences, each of which has more than one diphthong word, followed by yes or no. Have the student read each sentence and circle <u>yes</u> or <u>no</u>. (Reading and Writing) Example: 1. Could you mow the lawn with a plow? yes no 2. Would you boil a boot in oil? yes no 3. Would a moose eat his food with a bowl and a spoon? yes no 4. Could a boy scout troop cook food in the woods? yes no	Kottmeyer, William, and Ware, Kay. <u>Conquests in Reading</u>, p. 75.
15. Distribute a work sheet containing a written list of twenty incomplete sentences from previously taught vocabulary, each followed by a pair of words, both of which contain a diphthong of <u>au</u>, <u>aw</u>, <u>ew</u>, <u>ey</u>, <u>oi</u>, <u>ow</u> or <u>oy</u>. Have the student write the word which contextually completes each sentence. (Reading and Writing) Example: 1. Do you put too much food into your _____. (mouth, moose) 2. When apples are ripe, they fall to the _____. (gown, ground) 3. A rose is a kind of _____. (flour, flower)	Work sheet Pencil

Skill 7: Recognizing prefixes

Behavioral Objective: Given a written list of twenty-five words from previously taught vocabulary, some of which contain a prefix of re, in, con, de, dis, com, un, ex, en, pre, or pro, the student will write the prefix in each word as it is listed.

Facilitating Activities	Suggested Materials
1. Make a transparency containing a list of prefixes and their corresponding meanings. Show transparency on overhead projector. Discuss each prefix. Have the student copy the transparency. (Listening and Writing)	Overhead projector Transparencies Paper Pencil
2. Make a wall chart containing a list of prefixes and their corresponding meanings on poster board for easy reference. (Reading)	Poster board Felt-tip markers
Example:	Kottmeyer, William, and Ware, Kay. Conquests in Reading, p. 114.

Prefixes Help Unlock Words		
Prefix	Meaning	Example
re	back again	repay recount
un	not opposite	unhappy unlock
dis	opposite	dislike
de	from down away	dethrone depress detour
ex	from	export
en	in into make	enclose endanger enable
in	in not	inlaid insane

(continued)

Facilitating Activities

Suggested Materials

Charts:
Dictionary Skill Charts.
Word Building Charts.
Spelling Generalization Charts.

Prefix	Meaning	Example
im	in not	imprint impure
com	with together	combat compress
con	with together	contest conform
pre	before	pretest
pro	for onward	pronoun promote

3. Discuss the prefixes re and in and the meanings of each. Explain that a prefix is a word part which goes at the beginning of a word to change its meaning. (Listening)

4. Distribute a work sheet containing a list of words beginning with the prefixes re and in. Have the student circle the prefix in each word and then orally read each word. Discuss the meaning of each word. (Reading)

   Work sheet
   Pencil

   Example:

recall	replant	return	repaid
income	indent	indoor	reread
remind	insincere	replace	retrace
regain	rebound	inability	reform
recross	refill	instep	inhuman
reenter	reopen	informal	insight
rename	reprint	reclaim	refresh
retake	rejoin	refund	renew
reload	inland	intake	insane

5. Distribute a work sheet containing a list of words beginning with the prefixes re and in. Have the student underline the root word in each word. (Reading)

   Work sheet
   Pencil

Facilitating Activities	Suggested Materials
6. Illustrate a root word and the word with a prefix re or in. Write the corresponding word under each picture. Have the student describe the action in the picture. (Speaking) Example: 	Teacher-made pictures
7. Distribute a work sheet containing two columns. In the first column list a group of root words. In the second column list the prefixed root words in random order. Have the student match the root root word in column 1 to its prefixed word in column 2. (Reading) Example: new — renew door — indoor take — intake print — reprint plant — replant come — income call — recall	Work sheet Pencil Cards: Word Prefixes.
8. Write on the chalkboard a list of root words. Have the student copy each word, writing either re or in in front of each word. Then have the student orally read each word. (Reading and Writing)	Chalkboard Chalk Paper Pencil
9. Play a tape recording of words containing the re or in prefix. Have the student write the prefix in each word as it is given. (Listening and Writing)	Tape recorder Paper Pencil

Facilitating Activities	Suggested Materials
10. Distribute a work sheet containing an incomplete chart of prefixes, root words, and whole words. Have the student complete the chart by writing the missing part(s). (Reading and Writing)	Work sheet Pencil Kit: Combination Form-A-Word Kit. Cards: Spell Power. Duplicating Masters: Phonics IIIA. Phonics IVA.

Example:

Prefix	Root	Whole Word
re	(new)	renew
(in)	dent	indent
re	paid	(repaid)
(re)	call	recall

11. Write on the chalkboard the prefixes con and de. Discuss their meanings (con--with, together; de--down, from, away). (Listening)	Chalkboard Chalk
12. Write on chalkboard a list of words beginning with the prefixes con and de. Read orally each word, discuss the meanings and have the student circle the prefixes. (Reading, Listening and Speaking)	Chalkboard Chalk

Example:

(de)form	(con)test	(con)form
(con)dense	(de)grade	(con)firm
(de)port	(de)tract	(de)throne
(de)press		

Facilitating Activities	Suggested Materials
13. Distribute a work sheet containing root words followed by the prefixes con, de, re, and/or in with which each root word can be paired. Have the student write the new prefixed words. (Reading and Writing)	Work sheet Pencil Kottmeyer, William A., and Ware, Kay. Conquests in Reading, p. 118.

Example:

Root	Prefixes	Words
form	con, de, re, in	(conform, deform, reform, inform)
test	con, re	(_____)
fine	de, re, con	(_____)

14. Refer to Activities 5-10, using the prefixes con and de.

15. Introduce the prefixes dis meaning "opposite" and com meaning "with or together" by orally reading a list of words, one at a time, and discussing their meanings. (Listening)

Chalkboard
Chalk

Example:

disown	disprove	compose
discover	displease	combat
disband	dishonor	dismount
disloyal	compromise	disarm
compact	discount	disorder
dishonest	discolor	disable
distrust	dislike	displace
compound		

16. Refer to Activities 2-10, using dis and com prefixes.

17. Introduce, one at a time, the following prefixes and their meanings:

un--not or opposite
ex--out or from
en--in, into, or make
pre--before
pro--for or onward

Facilitating Activities	Suggested Materials
18. Write on the chalkboard a list of words for each prefix. Say each word, one at a time, discuss the meaning of each word, and have the student repeat each word. Practice on one prefix group at a time. (Listening, Speaking and Reading)	Chalkboard Chalk
Example:	Games: Press and Check Bingo: Prefixes and Suffixes.
Transparencies: Dictionary Skill Transparencies.	
Word Building Transparencies.	
Spelling Generalization Transparencies.	
Posters: Power with Words: Prefixes.	
Kit: Vocabulary Development/Self-Instructional Modalities. Prefixes/Suffixes.	

un	ex	en	pre
uncut	exchange	endanger	prefix
uneasy	exclaim	enclose	preview
unfit	export	enable	prepaid
unlock	explain	enjoy	preserve
unhappy	express	enforce	prehistoric
unjust	expose	endear	prewar
untie	expel	encase	precaution
unreal	exhale	enrage	prevent
unsafe	expand	enlighten	pretend
unwise		enrich	
unclean		entrap	
unfold		enliven	
uneven		enlist	
untold		entrust	
unable			
unpack			
unripe			
unsound			

19. Refer to Activities 2-10, and 13, using the prefixes in Activity 17.	
20. Distribute a newspaper. Have the student circle all the words in an article which contain a prefix. (Reading)	Newspaper Pencil
21. Distribute a written list of twenty-five words from previously taught vocabulary, some of which have one of the prefixes re, in, con, de, dis, com, un, ex, en, pre, or pro. Have the student write the prefix in each word as it is listed. (Reading and Writing)	Work sheet Pencil

EMH: READING AND LANGUAGE ARTS--LEVEL V

Skill 8: Using prefixes

Behavioral Objective: Given a written list of ten incomplete sentences from previously taught vocabulary, each incomplete sentence followed by a choice of two prefixed words, the student will write the prefixed word which contextually completes each sentence.

Facilitating Activities	Suggested Materials
1. Distribute a work sheet containing definitions of prefixed words, including a root word in each definition. Have the student write the prefixed word. (Reading and Writing) Example: a. to call back _(recall)_ b. to open again _(reopen)_ c. to be not sincere _(insincere)_ d. to be not human _(inhuman)_	Work sheet Pencil Kottmeyer, William, and Ware, Kay. Conquests in Reading, p. 115. Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, p. 47.
2. Distribute a work sheet containing a list of questions, each of which contains an re or an in prefixed word from previously taught vocabulary. Have the student silently read each question and write a yes or no response. (Reading) Example: a. Can you _refill_ an ink pen? _____ b. Can you _return_ a dirty dress? _____ c. Do you _indent_ in a paragraph? _____	Work sheet Pencil
3. Write a list of re and in prefixed words on chalkboard. Have the student write each word in a sentence. (Reading and Writing)	Chalkboard Chalk Paper Pencil
4. Distribute dictionaries. Write a list of words beginning with the prefixes con, de, re, and in. Have the student write the definition of each word and write each word in a sentence. (Reading and Writing)	Dictionaries Chalkboard Chalk Paper Pencil

Facilitating Activities	Suggested Materials

5. Distribute a work sheet containing incomplete sentences, each having a dis or com prefixed word and followed by four words and/or phrases. Have the student underline the word or phrase which contextually completes each sentence. (Reading and Writing)

   Example:

   1. If you are in combat, you are:
      eating sleeping
      fighting talking

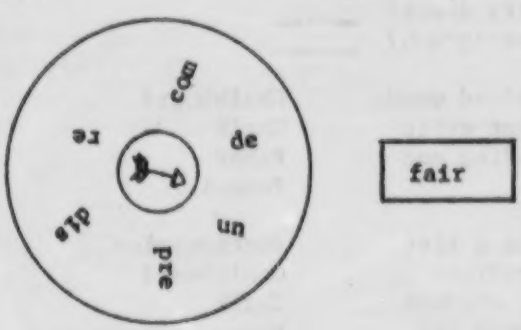
   2. A dishonest man is:
      greedy fair
      gloomy ready to cheat

6. Make a prefix wheel out of cardboard, attaching a movable arrow. Distribute an equal number of word cards to each player. Have a student spin the arrow. Have each player turn her/his top word card and orally form a word with the word card and prefix on the wheel. If the student can make a word with the word card and given prefix, have her/him put her/his word card in a box. The winner disposes of all of her/his word cards first. (Reading and Speaking)

   Ekwall, Eldon E. Locating and Correcting Reading Difficulties, pp. 65-66.

   Cardboard
   Teacher-made word cards

   Example:



Facilitating Activities	Suggested Materials
7. Distribute a set of root word cards to one student. Distribute a set of prefix cards to another student. Have the student with the prefix cards turn one card face up. Have the student with the root word cards select card which can be paired to the prefix card to form a word. (Reading) Variation: Practice with flash cards for drill.	Word cards Prefix cards
8. Distribute a work sheet containing a list of incomplete sentences from previously taught vocabulary, each followed by a choice of two prefixed words. Have the student circle the prefixed word which contextually completes the sentence. (Reading and Writing)	Work sheet Pencil

Skill 9: Recognizing suffixes

Behavioral Objective: Given a written list of twenty-five words from previously taught vocabulary, some of which contain prefixes and some of which contain the suffixes of -ful, -less, -or, -er, -able, -ible, -ly, -ion (ation, ition), -al, -ment, -ance (ence), -ness, or -most, the student will circle all words which end with a suffix and write each suffix.

Facilitating Activities	Suggested Materials
1. Explain that a suffix is one or more letters added to the end of a base word. Make a wall chart of commonly used suffixes, their meanings, and an example of each. (Listening)	Charts: Dictionary Skill Charts. Word Building Charts. Spelling Generalization Charts.

Example:

Suffix	Meaning	Example
-less	without	breathless, without a breath
-or (er)	one who does something	teacher, one who teaches; governor; one who governs

2. Write on the chalkboard a root word, such as peace. Have the student use orally the word in a sentence. On the chalkboard, add the suffix -ful to the root word. Have the student say orally another sentence with the newly formed word. Stress the new meaning when a suffix is added. (Listening and Speaking)	Chalkboard Chalk Transparencies: Dictionary Skill Transparencies. Word Building Transparencies. Spelling Generalization Transparencies.
3. Distribute a work sheet containing a list of words ending with -ful and -less. Explain the meanings of these suffixes and have the student circle the suffix in each word. Read orally each word, pausing after each, to have the student repeat it. (Listening, Speaking, and Reading)	Work sheet Pencil

Example:

homeless	playful	hateful
careless	hopeful	powerful

Facilitating Activities	Suggested Materials
4. Distribute a work sheet containing an incomplete chart of root words, suffixes, and whole words. Have the student complete the chart by writing the missing part. (Reading and Writing)	Cards: Word Suffixes.
Example:	Kit: Combination Form-A-Word Kit.
Root / Suffix / Whole Word care / _____ / careful _____ / less / homeless color / ful / _____	Transparencies: Phonics IIIA. Phonics IVA.
5. Distribute a work sheet containing two columns. In the first column, list root words. In the second column, list the suffixed root words in random order. Have the student match the root word in column one to its suffixed word in column two. (Reading)	Work sheet Pencil Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, p. 49.
6. Introduce the suffixes -or and -er by explaining that words with these suffixes name a person who does something (e.g., a teacher is someone who teaches). Write on the chalkboard a list of words with the -or or -er suffix. Read orally each word, pausing after each, and have the student repeat. (If a word ends with a final e, drop the final e before adding the suffix.) (Listening and Speaking)	Chalkboard Chalk

Example:

-er	-or
baker	visitor
writer	governor
pitcher	inspector
wiper	editor
painter	instructor
learner	conductor
wrecker	operator
reader	surveyor
traveler	director
driver	collector
banker	
teacher	

Facilitating Activities	Suggested Materials
7. Refer to Activities 3-5, adapting the activities to the -er and -or suffixes.	
8. Distribute a written list of suffixed words, each followed by dashes representing the number of letters in the suffix. Have the student write the suffix on the broken lines, one letter per dash. (Reading and Writing) Example: visitor (o r) helpless _ _ _ _ careful _ _ _ Variation: Have the student write the base word on the given dashes.	Work sheet Pencil Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, p. 50.
9. Distribute a work sheet containing groups of four words, one of which is a suffixed word. Have the student circle the word in each group which has a suffix. (Reading) Example: catch clean (careful) learn	Work sheet Pencil
10. Write on the chalkboard a list of base words, each followed by a suffix. Have the student write each word. (Reading and Writing) Example: 1. travel + er = (traveler) 2. faith + ful = _____ 3. edit + or = _____	Chalkboard Chalk Paper Pencil

Facilitating Activities	Suggested Materials
11. Write on the chalkboard -ness, -tion, and -ance. Explain that these suffixes change words into nouns.	Chalkboard Chalk
Distribute work sheet containing a list of words ending with -ness, -tion, and -ance. Have the student circle the suffix in each word. Read orally each word, pausing after each to have the student repeat it. Then discuss the meaning of each word. (Reading, Listening and Speaking)	Work sheet Pencil Kit: Vocabulary Development/ Self-Instructional Modalities. Prefixes/Suffixes.

Example:

fullness	madness	alliance
richness	blackness	dampness

12. Refer to Activities 4, 5, 8, 9, and 10, adapting the activities to the words listed in Activity 11.

13. Introduce the following groups of suffixes, one at a time. Explain how each one is used. Read orally the words from each group, pausing after each to have the student repeat it. Discuss the meanings. (Listening and Speaking)

Example:

-ment (used to make nouns)	-able (-ible, -ble) (used to form adjectives)	
treatment	passable	believable
settlement	washable	workable
amendment	adorable	trainable
entertainment	bearable	laughable
employment	readable	
shipment	allowable	
assortment	printable	
amazement	livable	
government	likeable	
betterment	movable	
argument	suitable	
appointment	lovable	
payment	desirable	
placement	miserable	
pavement	teachable	

(continued)

Facilitating Activities	Suggested Materials

-al (used to form adjectives)

logical	brutal
postal	refusal
additional	normal
rental	accidental
comical	formal
electrical	national
personal	removal
musical	political

-ly (tells how something is done)

calmly	carelessly
brightly	swiftly
rapidly	softly
wildly	eagerly
gladly	quietly
slowly	loudly

14. Refer to Activities 4, 5, 8, 9, and 10, adapting the activities to each group of suffixes listed in Activity 13.

15. Distribute a work sheet containing a list of words, some of which have a prefix and some of which have a suffix. Have the student write all of the words containing a prefix in one column and all of the words containing a suffix in a second column. (Reading and Writing)

Work sheet
Pencil

16. Distribute a work sheet containing three columns labeled prefix, word, and suffix. Under the word column, write a list of words which contain both a prefix and a suffix. Have the student write the prefix of each word in the column labeled prefix and the suffix of each word in the column labeled suffix. (Reading and Writing)

Work sheet
Pencil

Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 90.

(continued)

Facilitating Activities	Suggested Materials

Example:

	Prefix	Word	Suffix
1.	(de)	department	(ment)
2.	(dis)	disagreeable	(able)
3.	(un)	unskillful	(ful)
4.	(com)	compartment	(ment)
5.	(re)	renewal	(al)
6.	(un)	unseasonal	(al)
7.	(dis)	dishonorable	(able)
8.	(re)	reappointment	(ment)
9.	(un)	unreadable	(able)
10.	(pre)	presentable	(able)
11.	(un)	unchangeable	(able)
12.	(de)	dependable	(able)
13.	(un)	unthankful	(ful)
14.	(en)	engagement	(ment)
15.	(re)	regretful	(ful)

17. Distribute a work sheet containing a list of twenty-five words which end with a suffix. Have the student write the suffix next to each word. (Reading and Writing)

Work sheet
Pencil

Example:

1. comical (al)
2. colorful (ful)
3. weakness _____
4. action _____
5. helpful _____
6. movement _____
7. entrance _____
8. illness _____
9. doctor _____
10. miserable _____
11. clearance _____
12. brutal _____
13. education _____
14. mission _____
15. champion _____
16. position _____
17. darkness _____
18. readable _____
19. visitor _____
20. wrecker _____
21. brightly _____
22. editor _____
23. calmly _____
24. breathless _____
25. natural _____

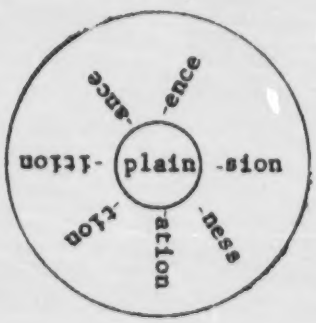
Facilitating Activities	Suggested Materials
18. Distribute a work sheet containing a list of twenty-five words from previously taught vocabulary, some of which contain the suffixes of -ness, -or, -less, -tion, (ation, ition, sion, and ion), -ance, (ence), -ful, -ment, -ly, -able, (ible, ble), and -al. Have the student circle all of the words which end with a suffix and then write each suffix. (Reading and Writing)	Work sheet Pencil

Skill 10: Using suffixes

Behavioral Objective: Given a written list of ten incomplete sentences from previously taught vocabulary, each incomplete sentence followed by a choice of two suffixed words, the student will write the suffixed word which contextually completes each sentence.

Facilitating Activities	Suggested Materials
1. Review the meanings of the suffixes -ful and -less. Write on the chalkboard base words to which these suffixes can be added. Have the student go to the board and write -ful or -less by each base word to make a new word. (Listening, Reading and Writing) Example: faith (ful) home (less)	Chalkboard Chalk Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 83.
2. Distribute a work sheet of incomplete sentences from previously taught vocabulary, each followed by a base word to which -ful or -less can be added. Have the student write the base word and suffix to contextually complete each sentence. (Reading and Writing) Example: Everyone who had a good time was _____. cheer	Work sheet Pencil
3. Distribute a work sheet of riddles and a list of base words to which -ful or -less can be added. Have the student answer the riddle by writing a base word and a suffix. (Reading and Writing) Example: 1. a sky without clouds (cloudless) 2. full of joy _____ 3. a day without rain _____ help care joy rain cloud color	Work sheet Pencil Forte, Imogene, et al. Center Stuff for Nooks, Crannies and Corners, p. 48.

Facilitating Activities	Suggested Materials
4. Write on the chalkboard a list of words, each containing the suffix -ful or -less. Have the student read orally each word and name the opposite of each word. (Speaking and Reading) Example: joyful thoughtful powerless	Ibid., p. 48.
5. Play "Relay." Divide the class into two teams. Write a root word on chalkboard. Have a student from each team write on chalkboard the given root word and a suffix to form a real word. The first student finished scores a point for her/his team. The team with more points wins. (Reading and Writing)	Chalkboard Chalk
6. Review the meanings of the suffixes -or and -er. Adapt Activity 1 to these suffixes.	Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 85.
7. Distribute a work sheet of pairs of sentences, one sentence containing an underlined base word and the other sentence incomplete. Have the student complete the second sentence by writing the base word and adding -er or -or to contextually complete each sentence. (Reading and Writing) Example: 1. Joe likes to hunt ducks. Joe is a (hunter). 2. Mr. Jones' job is to direct movies. Mr. Jones is a (director).	Work sheet Pencil
8. Distribute a work sheet of incomplete phrases, each describing a person. Have the student write a word ending with -er or -or to complete contextually each sentence. (Reading and Writing) Example: 1. one who paints (painter) 2. one who edits (editor)	Work sheet Pencil

Facilitating Activities	Suggested Materials
9. Write on the chalkboard a list of words containing the suffixes -ness, -tion, and -ance. Distribute dictionaries. Have the student write the definition of each word and a sentence with each word. (Reading and Writing)	Chalkboard Chalk Dictionaries Pencil Paper
10. Distribute a work sheet containing incomplete sentences, each having a -ness, -tion, or -ance suffixed word followed by four words and/or phrases. Have the student underline the word or phrase which contextually completes each sentence. (Reading) Example: 1. Dampness means something is: a. dry c. wet b. cold d. hot 2. Illness is a time of: a. happiness c. madness b. sickness d. thickness	Work sheet Pencil Games: Press and Check Bingo: Prefixes and Suffixes. Poster: Power with Words: Suffixes. Cassettes: Spelling Generalizations. Cassettes for Sound Learning. Cards: Spell Power.
11. Make two concentric circles from cardboard. In the inner circle, write a root word. On the outer circle, write the suffixes -ness, -tion, -ation, -ition, -sion, -ance, and -ence. Have the student rotate the circle and orally read each word which can be formed by adding a suffix. (Reading) Example:  	Cardboard Scissors

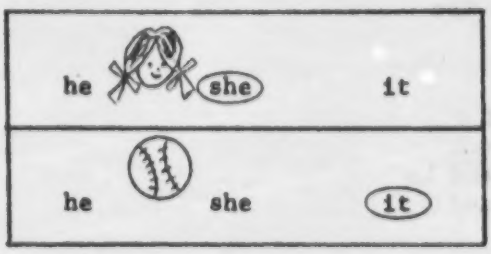
Facilitating Activities	Suggested Materials
12. Review words which have the -ly suffix. Distribute a written list of these words and have the student write the opposite of each word. (Reading and Writing) Example: 1. swiftly (slowly) 2. wildly (calmly) Variation: Have the student match the opposites from two columns.	Work sheet Pencil
13. Play "Spinning for Suffixes." Make a suffix wheel out of cardboard, attaching a movable arrow. Distribute an equal number of word cards to each player. Have a student spin the arrow. Have each player turn face up, her/his top word card and orally form a word with the word card and given suffix on the wheel. If the student can make a word with the word card and given suffix, she/he puts the word card in a box. The winner disposes of all her/his word cards first. (Reading)	Cardboard Scissors Ekwall, Eldon E. Locating and Correcting Reading Difficulties, pp. 65-66.
14. Play "Prefix and Suffix Baseball." Make prefix and suffix cards and place in a box. Divide the class into two teams. Have the first person on each team be a pitcher. Have the pitcher draw a card from the box. Have the batter say a word which will combine with the given prefix or suffix. If the batter can pronounce the word, have her/him go to first base. If the batter can pronounce the word and use it in a sentence, have her/him go to second base. If the batter cannot pronounce the word, he/she strikes out. The winner is the team which scores more runs. (Reading and Speaking)	Ibid., p. 64. Teacher-made prefix and suffix cards

Facilitating Activities	Suggested Materials
15. Distribute a written list of words containing suffixes. Have the student underline the base word in each word and form a new word, using a different suffix, and write that word. (Reading and Writing) Example: 1. sweetness (sweetly) 2. careful (careless) 3. shapeless (shapely)	Work sheet Pencil
16. Distribute a work sheet containing two columns. In the first column, list words with the suffix -able, or -ible. In the second column, list, in random order, phrases that describe the words in the first column. Have the student match the word in the first column to its corresponding definition in the second column. (Reading) Example: 1. removable — can be removed 2. passable — can be passed 3. answerable — can be answered 4. collapsible — can collapse or fold	Work sheet Pencil Heilman, Arthur, et al. The New Phonics We Use. Book E, p. 87.
17. Distribute a work sheet containing incomplete sentences from previously taught vocabulary, each followed by two suffixed words. Have the student write the suffixed word which contextually completes each sentence. (Reading and Writing) Example: a. His _____ is two dollars a week. (appearance, allowance) b. Mother gave a _____ to the church. (donation, direction) c. The _____ in the room hurt her eyes. (brightness, blackness)	Work sheet Pencil

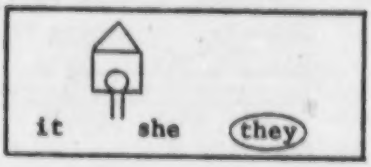
Skill 11: Using pronouns

Behavioral Objective: Given a written list of ten sentences from previously taught vocabulary, each sentence containing an underlined noun(s) or proper noun(s), the student will rewrite each sentence contextually, changing the underlined word(s) to a pronoun.

Facilitating Activities	Suggested Materials
1. Show the student clear, uncomplicated pictures, representing a specific action, such as a man raking leaves, or a girl jumping rope, or a dog eating. Have the student name each picture. Display the pictures in front of the student. Say a sentence containing a pronoun, relating to one of the pictures, such as "He is raking leaves." Have the student orally or manipulatively name the picture. Emphasize the pronoun, but at this time, do not discuss it as such. (Listening and Speaking)	Jefferson County Public Schools. Learning Difficulties: Oral Language Development--Levels IX-X, p. 38, Activity 1.
2. Show the student the same pictures used for Activity 1. Say a sentence about the picture, using a noun, such as "The cat is eating." Have the student repeat the sentence about the picture, using a word (he, she) other than cat. (Listening and Speaking)	Ibid., Activity 2.
3. Write on the chalkboard the following: Jim went to the grocery store to buy some chicken. Jim found a chicken that Jim took home to cook for Jim's dinner. Jim cooked it and Jim ate it. Ask the student what he/she would change about the story. Explain that Jim is a proper noun. Explain that a pronoun is a word used in place of a proper noun. Rewrite on the chalkboard the story, replacing Jim with pronouns. Have the student orally read the story: Jim went to the grocery store to buy some chicken. He found a chicken that he took home to cook for his dinner. He cooked it and he ate it. (Listening, Speaking and Reading)	Chalkboard Chalk

Facilitating Activities	Suggested Materials
4. Write on the chalkboard the following: I, me, my, mine, you, your, yours, he, him, his, she, her, hers, it, its, we, us, our, ours, you, your, yours, they, them, their, theirs. Say each word, one at a time, and have the student repeat. (Listening, Speaking and Reading)	Chalkboard Chalk
5. Use the overhead projector. Show two sentences, one of which contains a proper noun, the other a pronoun. Have the student name the proper noun and the noun substitute. (Reading and Speaking)	Overhead projector Transparency
6. Write on the chalkboard the following pronouns: he, his, itself, hers, she, her, himself, it, its, herself, him. Have the student make her/his own chart, writing all pronouns corresponding to men in one column and all corresponding to women in another column, and so on. (Reading and Writing)	Chalkboard Chalk Paper Pencil
7. Distribute magazines and scissors. Have the student select and cut out a paragraph and circle all pronouns in the paragraph. (Reading)	Magazines Scissors Pencil
8. Distribute a work sheet containing three choices of pronouns and a picture. Have the student circle the corresponding pronoun represented by the picture. (Reading) Example:  	Work sheet Pencil Duplicating Masters: Our Living Language. Grade 4, Book 1.

Facilitating Activities	Suggested Materials
9. Read orally a list of four words, one of which is a pronoun. Have the student name the pronoun. (Listening and Speaking) Example: Teacher says Joe, Mary, he, Tom. Student says he.	
10. Show pictures of a woman, man, girl, boy, and group of children. Say a sentence about each picture, using an incorrect pronoun. Have the student repeat the sentence, using the correct pronoun. (Listening and Speaking) Example: Teacher says-- He is a woman. She is a man. He is a girl. She is a boy. It are children. Student says-- She is a woman. He is a man. She is a girl. He is a boy. They are children.	Jefferson County Public Schools. Learning Difficulties: Oral Language Development--Levels IX-X, p. 41, Activity 8. Picture cards
11. Distribute a work sheet containing numbered rows of sentences, from previously taught vocabulary, with nouns underlined and a choice of four pronouns. Have the student circle the pronoun which corresponds to the underlined noun in the sentence. (Reading) Example: 1. Tom went out. a. (He) c. Him b. She d. It	Work sheet Pencil

Facilitating Activities	Suggested Materials
12. Distribute a work sheet containing three choices of pronouns and a picture. Read orally a sentence using nouns, pausing after each. Have the student circle the corresponding pronoun represented by the picture and oral sentence. (Listening) Example:  Teacher says-- The birds have not come home.	Ibid., p. 40, Activity 7. Work sheet Pencil
13. Distribute a work sheet of numbered rows of sentences from previously taught vocabulary, each containing a noun and a pronoun. Have the student draw an arrow from the pronoun to its corresponding noun. (Reading) Example: 1. The boys said they would be here at six. 2. Mary said that she was happy.	Work sheet Pencil
14. Distribute a work sheet containing two boxes, one labeled Pronouns and the other labeled Nouns, and a list of pronouns and nouns. Have the student write the nouns in the box labeled Nouns and pronouns in the box labeled Pronouns. (Reading and Writing) Example: Nouns: Sue, car, Mary, elephant Pronouns: it, they, our, he he, Mary, they, Sue, elephant, car, it, our	Work sheet Pencil

Facilitating Activities	Suggested Materials
15. Distribute a work sheet of numbered rows of sentences from previously taught vocabulary, each containing a pronoun. Have the student rewrite each sentence, substituting a noun for the pronoun. (Reading and Writing) Example: 1. <u>She</u> can come today. <u>Mother</u> can come today. 2. <u>He</u> went to the bank. <u>George</u> went to the bank.	Work sheet Pencil
16. Distribute a work sheet of paired incomplete sentences from previously taught vocabulary. Have the student complete the sentences by writing a noun in the first sentence and a pronoun in the second sentence. Example: 1. a. My <u>(father)</u> washed the car. b. <u>(He)</u> washed the car. 2. a. My _____ baked a cake. b. _____ baked a cake.	Work sheet Pencil
17. Distribute a work sheet of numbered rows of sentences from previously taught vocabulary, each containing at least one pronoun. Have the student draw a line under each pronoun in each sentence. Example: 1. <u>We</u> went to see the circus on <u>my</u> birthday. 2. <u>It</u> has a black and white spot on <u>its</u> head. 3. <u>He</u> heard the animal cry for help. 4. <u>His</u> mother helped <u>us</u> bake a pie.	Work sheet Pencil

Facilitating Activities	Suggested Materials
18. Give a work sheet of sentences, each containing a pronoun which refers to the subject of the sentence. Have the student circle the pronoun and write the noun to which it refers. (Reading and Writing) Example: 1. Tim said, "(I) work on Friday." (Tim) 2. I called Ann to tell (her) about the party. (Ann) 3. Mary said (she) would wash the dishes. (Mary)	Work sheet Pencil
19. Give a work sheet of numbered rows of paired sentences from previously taught vocabulary, one sentence containing a proper noun and the other containing a pronoun. Have the student write a sentence combining the proper noun and pronoun to form her/his new sentence. (Reading and Writing) Example: 1. a. Bill was on the team. b. I was on the team. Student writes: Bill and I were on the team.	Work sheet Pencil
20. Give a work sheet of sentences from previously taught vocabulary, each containing a choice of two pronouns. Have the student put an x through the incorrect pronoun. (Reading) Example: 1. Joe and (I, ~~me~~) are friends. 2. Tom and (he, ~~him~~) are here today.	Work sheet Pencil

Facilitating Activities	Suggested Materials
21. Give a work sheet of incomplete sentences from previously taught vocabulary. Have the student complete the sentences using the pronouns <u>you</u> or <u>I</u>. (Reading and Writing) Example: 1. _____ and _____ read the same book. 2. Tom and _____ like to read about horses. 3. He asked if _____ and _____ want his books.	Work sheet Pencil Duplicating Masters: <u>Using Good English</u>. Grade 5, First Semester, p. 47.
22. Give a work sheet of paired sentences from previously taught vocabulary, each containing the same noun subject. Have the student mark out the second noun subject and write a pronoun substitute. (Reading and Writing) Example: Joe likes baseball. ~~Joe~~ plays every week. <u>(he)</u> Betty has a new dress. ~~Betty~~ bought it Saturday. <u>(She)</u>	Work sheet Pencil
23. Distribute a work sheet with a list of nouns and pronouns. Have the student write a sentence using each noun. Then have the student write the same sentence, substituting a pronoun for the noun. (Reading and Writing) Example:	Forte, Imogene, <u>et al</u>. <u>Center Stuff for Nooks, Crannies and Corners</u>, p. 38. Work sheet Pencil

Steve	Joe	he	it
Mary	school	she	they
dog	cat	we	you
car		I	

1. (Steve is my friend at school.)
   (He is my friend at school.)

Facilitating Activities	Suggested Materials
24. Give a work sheet of ten sentences from previously taught vocabulary, each containing an underlined noun or proper noun. Have the student rewrite each sentence contextually, changing the underlined word to a pronoun. (Reading and Writing) Example: a. Ann acted <u>Ann's</u> part in the play very well. Student writes: Ann acted <u>her</u> part in the play very well.	Work sheet Pencil

Skill 12: Using possessives correctly

Behavioral Objective: Given a written list of twenty singular and plural nouns from previously taught vocabulary, the student will write the possessive form of at least fifteen of the nouns, by adding an apostrophe or an apostrophe and s to each noun as it is listed.

Facilitating Activities	Suggested Materials
1. Write the words horses and horse's on the chalkboard. Say each word and have the student repeat. Have the student tell the difference he/she sees in the two words. Explain that the word horses is plural, meaning more than one horse and horse's has an apostrophe and an s and is a possessive. Explain that an apostrophe and an s on the end of a word shows ownership, such as the horse's oats. Explain that the oats belong to the horse. (Listening and Speaking)	Charts: Word Building Charts. Chalkboard Chalk
2. Write on the chalkboard the following: boy + 's = boy's, girl + 's = girl's, Tim + 's = Tim's, Joan + 's = Joan's. Read the words orally, pausing after each, and have the student repeat them. Explain that the words boy's, girl's, Tim's and Joan's are possessives. Have the student name an object that each possessive could own. (Listening and Speaking) Example: boy's jacket, girl's dress, Tim's baseball glove, Joan's vacation	Transparencies: Word Building Transparencies. Chalkboard Chalk
3. Have the student bring an object to class which belongs to her/him. Have the student stand in front of the class, holding her/his object. Say: That purse belongs to Susie. That is Susie's purse. Have the student repeat the second sentence. (Listening and Speaking)	

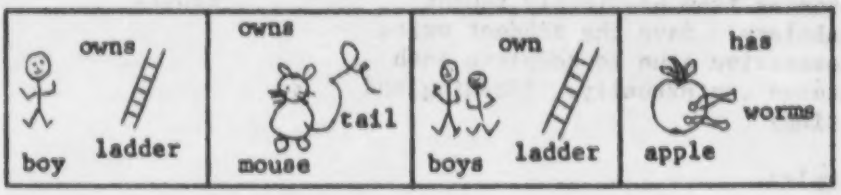
Facilitating Activities	Suggested Materials
4. Write the following on the chalkboard: The bicycle that belongs to Mary is in the street. Have the student orally change the sentence to show the possessive form. (Reading and Speaking)	Chalkboard Chalk Cassettes: Spelling Generalizations. Cassettes for Sound Learning.
5. Write on the chalkboard sentences from previously taught vocabulary, each sentence containing one or more singular possessive nouns. Have the student go to the board and circle the possessive noun(s) in each sentence. (Reading)	Chalkboard Chalk
6. Distribute a work sheet of simple phrases, each containing a possessive noun, omitting the apostrophe and s. Have the student form the singular possessive by writing an apostrophe and s. (Reading and Writing) Example: the nurse('s) cap a girl('s) dress	Work sheet Pencil
7. Give the student a written list of objects. Have the student write the possessive form of the owner of the object. (Reading and Writing) Example: 1. dress (Joan's dress) 2. desk (teacher's desk) 3. book _____ 4. bat _____	Work sheet Pencil
8. Distribute a work sheet of incomplete sentences from previously taught vocabulary and a noun for each sentence. Have the student write the possessive form of the noun to complete the sentence contextually. (Reading and Writing) Example: 1. Joe Yesterday we played in (Joe's) yard. 2. brother Dick brought his (brother's) bat and glove.	Work sheet Pencil

Facilitating Activities	Suggested Materials
9. Distribute a work sheet of sentences such as the following: Those are the balls that belong to my friend. The home of Tom is in the city. The hat belonging to the man is brown. The flag belonging to the ship is at half mast. Have the student rewrite each sentence, using the possessive form of the noun. (Reading and Writing) Example: Those are my friend's balls. Tom's home is in the city.	Work sheet Pencil
10. Give a written list of nouns. Have the student write a sentence containing the singular possessive form of each noun. (Reading and Writing) Example: nurse 1. (The nurse's uniform is white.) church 2. _____ Mr. Kress 3. _____	Work sheet Pencil
11. Make a wall chart of the following: Rule 1: To make a plural noun possessive, add only an apostrophe, if the noun ends in s. Rule 2: If a plural noun does not end in s, add an apostrophe and s. Under each rule, write an example: Rule 1: girls', boys', teachers' Rule 2: men's, women's, children's Explain each rule and have the student read the examples. (Listening, Speaking and Reading)	

Facilitating Activities	Suggested Materials
12. Distribute a work sheet of plural nouns. Have the student write the plural possessive form of the noun by adding an apostrophe or an apostrophe and s. (Reading and Writing) Example: children ('s) families ____ horses (') animals ____ turkeys ____ leaders ____ cats ____ trees ____	Work sheet Pencil
13. Play "What's Whose?" Make a large chart divided into two columns, one of which is labeled Singular Possessive and the other labeled Plural Possessive. Have the student look around the room and name examples of things which belong to one person or a group of persons, using the corresponding singular or plural possessive form. Write the students' examples on the chart. (Speaking) Example: Singular Possessive (singular noun + 's + object) Jane's ankles chair's leg ceiling's holes faucet's drip Plural Possessive (plural noun + ' or 's + object) notebooks' pages maps' symbols girls' noise students' desks	Forte, Imogene, et al. Kid's Stuff: Reading and Language Experiences, p. 216.

Facilitating Activities	Suggested Materials
14. Make a large ladder on a bulletin board with the caption: Can You Make It To The Top? Make several packets of eight pictures each. Make some packets with singular possessives, some with plural possessives, some mixed. Provide an answer card for each packet. Have the student write a possessive for each picture in the packet. If the student misses one possessive, have her/him look at the correct answer and begin that packet again. If the student writes correctly all possessives in the packet, she/he may move up one rung of the ladder. (Reading and Writing)	Ibid., p. 217. Picture cards Pencil

Examples of pictures in packet:



15. Distribute a work sheet of noun phrases, some of which are plural nouns and others are the possessive forms of the noun. Have the student write the word plural or possessive after each phrase. (Reading and Writing)	Work sheet Pencil

Example:

1. the teacher's grade book (possessive)
2. the baseballs (plural)
3. the girls (plural)
4. a dog's bone (possessive)

Facilitating Activities	Suggested Materials
16. Distribute a work sheet of numbered rows of singular and plural possessives from previously taught vocabulary, and two columns labeled <u>one</u> and <u>more than one</u>. Have the student read each word and check the corresponding column. (Reading)	Work sheet Pencil

Example:

	One	More Than One
1. boys'		(✓)
2. girl's	(✓)	
3. dogs'		(✓)
4. men's		(✓)
5. cowboy's	(✓)	

17. Distribute a work sheet of incomplete sentences from previously taught vocabulary. Have the student write a possessive noun to complete each sentence contextually. (Reading and Writing)	Work sheet Pencil

Example:

I put the _____ coats in the room.
The _____ bone is in the yard.
The _____ toys were on the floor.

18. Distribute a written list of twenty singular and plural nouns from previously taught vocabulary. Have the student write the possessive form of nouns by adding an apostrophe or an apostrophe and <u>s</u> to each noun as it is listed. (Reading and Writing)	Work sheet Pencil

Example:

woman _____ boy _____
women _____ cars _____

EMI: READING AND LANGUAGE ARTS--LEVEL V

Skill 13: Using irregular verbs

Behavioral Objective: Given a written list of twenty incomplete sentences from previously taught vocabulary, and given an irregular verb, such as see, do, or go for each sentence, the student will contextually complete each sentence, using the correct form of the verb.

Facilitating Activities	Suggested Materials
1. Review noun-verb agreement, using the words is, are, was, were, has, have and had. (Listening)	
2. Write on the chalkboard the words jump, play and time. Explain that these words are regular verbs and the past tense is formed by adding d or ed. Have the student say a sentence orally, using the present and past tense of each verb. (Listening, Speaking and Reading)	Chalkboard Chalk
3. Explain that a verb which does not use a d or ed on the end of the verb in the past tense is an irregular verb. (Listening)	
4. Write on the chalkboard the following irregular verbs in their important forms:	Chalkboard Chalk Duplicating Masters: Our Living Language. Grade 4, Book 2.

First	Second	Third
do	did	done
see	saw	seen
go	went	gone
break	broke	broken
eat	ate	eaten
write	wrote	written

Say each word, pausing after each, and have the student repeat it. Explain that the second important form of the irregular verb is the past tense of the verb which is never used with helping verbs (is, are, was).

(continued)

Facilitating Activities	Suggested Materials

Explain that the third important form of the irregular verb is used with helping verbs. (Listening, Speaking and Reading)

Example:

I go to school every day.
Yesterday I went to school.
I have gone to school for seven years.

5. Make a wall chart of the following irregular verbs for student reference:

know	knew	known
ride	rode	ridden
run	ran	run
sing	sang	sung
speak	spoke	spoken
steal	stole	stolen
take	took	taken
throw	threw	thrown
write	wrote	written
drink	drank	drunk
break	broke	broken
bring	brought	brought
choose	chose	chosen
do	did	done
freeze	froze	frozen
grow	grew	grown

6. Distribute a work sheet of incomplete sentences from previously taught vocabulary and two forms (present and past tenses) of an irregular verb. Have the student underline the correct form of the irregular verb which contextually completes each sentence. (Reading and Writing)

Work sheet
Pencil

Example:

1. He (freeze, froze) the ice cream.
2. Bruce (break, broke) the window.

Facilitating Activities	Suggested Materials
7. Distribute a work sheet of sentences from previously taught vocabulary, each containing the past participle (third form) of an irregular verb. Have the student circle the helping verb and underline the irregular verb in each sentence. (Reading and Writing) Example: Ann (has) written a good story. The girls (have) eaten pizza.	Work sheet Pencil
8. Distribute a work sheet of sentences from previously taught vocabulary, each containing one of the three forms of an irregular verb. Have the student write the form of the verb which has been used for each sentence, such as first, second, or third. (Reading and Writing) Example: You have done well. (third) I knew him last year. (second)	Work sheet Pencil
9. Distribute a work sheet of numbered rows of the three forms of irregular verbs, omitting verb forms in random order. Have the student fill in the missing verb forms. (Reading and Writing) Example:	Work sheet Pencil

	1	2	3
1.	_____	broke	broken
2.	go	_____	gone
3.	do	did	_____

Facilitating Activities	Suggested Materials
10. Divide the class into two teams. Give each team a set of irregular verb cards, having one irregular verb on each card. Have the first team hold up one of its cards and say, "Send (student's name) over." Have the student say the three forms of the irregular verb correctly. If he/she is correct, have him/her choose one member of the other team to be on his/her side. If he/she is incorrect, he/she joins the opposing team. The team with more players at the end of play wins. (Reading and Speaking)	Word cards
11. For teacher reference:	Wolfe, Don M. Enjoying English. Practices 7, p. 99.

Present Tense	Past Tense	Past Participle
am	was	been
begin	began	begun
break	broke	broken
bring	brought	brought
burst	burst	burst
choose	chose	chosen
come	came	come
dive	dived	dived
do	did	done
drink	drank	drunk
eat	ate	eaten
give	gave	given
go	went	gone
hear	heard	heard
know	knew	known
lend	lent	lent
lie	lay	lain
rise	rose	risen
run	ran	run
see	saw	seen
sing	sang	sung
sit	sat	sat
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
write	wrote	written

Facilitating Activities	Suggested Materials
12. Distribute a work sheet containing a written list of twenty incomplete sentences from previously taught vocabulary and an irregular verb for each sentence. Have the student write the correct form of the irregular verb to complete each sentence contextually. (Reading and Writing)	Work sheet Pencil

Example:

1. The baseball player has _____ the ball. (throw)

2. Yesterday Joe _____ home early. (come)

Skill 14: Reading words with silent consonants

Behavioral Objective: Given a written list of twenty words from previously taught vocabulary, each containing a silent consonant such as b, k, w, gh, t, or l, the student will read each word orally as it is listed.

Facilitating Activities

1. Make a wall chart of the following:

Suggested Materials

Kottmeyer, William A., and Ware, Kay. Conquests in Reading, p. 95.

The Silent gh

sight	light	might
sigh	right	eight
naughty	caught	freight
straight	fight	tight
flight	daughter	bright
high	taught	nigh
frighten	high	thigh

The Silent l

chalk	yolk	palm
folks	talk	would
stalk	balk	could
calf	half	should
calm	balm	salmon

The Silent w

wreck	write	wring
wren	wrap	wrinkle
wrist	wrangle	wrath
wreath	wrench	wrestle
wriggle	wrote	

The Silent b

limb	thumb	dumb
crumb	bomb	plumber
comb	lamb	tomb
bomber		

The Silent k

knee	knob	knife
know	knit	knock
knuckle	knack	knew
knight		

(continued)

Facilitating Activities	Suggested Materials

The Silent t		
often	castle	whistle
soften	bristle	fasten
hasten	glisten	nestle
wrestle	gristle	rustle

Say each word, one at a time, and have the student repeat each. (Listening and Speaking)

2. Write on the chalkboard the following:

   Chalkboard
   Chalk

knight	through	caught
salmon	gnaw	knife
wreck	thumb	crumb

Have the student go to the board and orally read each word and draw a line through the silent consonant in each word. (Reading and Speaking)

Example:

~~k~~night
sa~~l~~mon
~~w~~reck

3. Distribute a work sheet having on it a written two-paragraph story from previously taught vocabulary. Have the student read the paragraph and circle the words containing silent consonants. (Reading)

   Work sheet
   Pencil

4. Distribute a work sheet of listed words from previously taught vocabulary, each containing one or more silent consonants. Have the student read each word and group all of the words with a silent k, a silent gh, a silent b, . . . (Reading)

   Work sheet
   Pencil

Example:

knight	walk	thumb
eight	listen	knit

k	gh	t
knight	eight	listen

Facilitating Activities	Suggested Materials
5. Distribute a work sheet of listed words from previously taught vocabulary. Have the student write a word containing a silent w, which rhymes with the listed word. (Reading and Writing) Example: a. deck (wreck) c. cap (wrap) b. hen (wren) d. sing (wring) Variation: Use other silent consonants.	Work sheet Pencil
6. Distribute a work sheet of listed words from previously taught vocabulary, omitting the silent consonant(s) in each word. Have the student write the silent consonant(s) gh, kn, wr, gn, or mb to complete each word correctly. (Reading and Writing) Example: (kn)ew (gn)at ei(gh)t (kn)ee (kn)uckle li(mb) (wr)ap cli(mb) thou(gh)t	Work sheet Pencil
7. Distribute a work sheet of incomplete sentences from previously taught vocabulary and a list of words, each containing one or more silent consonants. Have the student write a word from the given list to complete each sentence contextually. (Reading and Writing) Example: knight walk thumb taught The (knight) had shining armor. We went for a (walk) in the park.	Work sheet Pencil

Facilitating Activities	Suggested Materials
8. Distribute a work sheet similar to the example below with columns headed by kn, gn, wr, and mb. Have the student write the column heading in two of the blanks to form words and circle the letters he/she cannot use. (Reading and Writing)	Work sheet Pencil

Example:

kn	gn	wr	mb
(kn)ight	___(ate)	(wr)ite	cli(mb)
(kn)ow	(gn)aw	___(at)	(ti)___
___(ite)	(gn)at	(wr)ong	bo(mb)

Have the student write sentences using each of the real words.

9. Show flash cards of words containing silent consonant(s) previously taught. Have the student read orally each word as it is presented. (Reading and Speaking)	Word cards

Skill 15: Using homonyms correctly

Behavioral Objective: Given a written list of fifteen incomplete sentences from previously taught vocabulary, each incomplete sentence followed by a pair of homonyms, the student will write the homonym which contextually completes each sentence.

Facilitating Activities	Suggested Materials
1. Write on the chalkboard pairs of words which are homonyms, such as two-to, pair-pear, and knew-new. Read orally one pair at a time and have the student repeat. Explain that two words which sound alike but have different spellings are called homonyms. (Listening and Speaking)	Chalkboard Chalk
2. Write on the chalkboard pairs of homonyms. Read each pair of words, one at a time. Have the student repeat and explain the meaning of each word. (Listening and Speaking)	Chalkboard Chalk Charts: Homonym Poster Cards. Dictionary Skill Charts. Transparencies: Dictionary Skill Transparencies.

Example:

herd - heard	thrown - throne
meat - meet	fair - fare
dear - deer	for - four
cents - sense	knew - new
loan - lone	knight - night
root - route	knot - not
tail - tale	mail - male
wood - would	plain - plane
way - weigh	rain - reign
pair - pear	see - sea
won - one	bare - bear
main - mane	rays - raise
I - eye	hour - our
hair - hare	sun - son
rap - wrap	threw - through
be - bee	beat - beet
piece - peace	cell - sell
made - maid	oh - owe
cent - scent	pail - pale
read - reed	blue - blew
hear - here	sum - some
there - their	by - buy
two - to - too	eight - ate
know - no	write - right
sew - so	hole - whole
sale - sail	do - dew

Facilitating Activities	Suggested Materials
3. Read orally sentences containing a pair of homonyms, one at a time. Have the student say orally the homonyms he/she hears. (Listening and Speaking) Example: Teacher says: Four cookies are for you. or They're bringing their books to class.	Recordings: Spelling Generalizations. Cassettes for Sound Learning.
4. Distribute a work sheet containing the words, in random order, from Activity 2. Have the student pair the corresponding homonyms by writing the two words side by side. (Reading and Writing) Example: Work sheet: Student writes-- their their--there see see--sea blew blew--blue won won--one there one sea blue	Work sheet Pencil Duplicating Masters: Third Grade Language Drills: A Guide to Better English.
5. Distribute a work sheet containing words from previously taught vocabulary. In one column list words, in random order; in a second column list words which can be matched to the first column to form pairs of homonyms. Have the student match homonyms by drawing a line from a word in the first column to a word in the second column. (Reading)	Work sheet Pencil Posters: Power with Words: Homonyms.
6. Distribute a work sheet of sentences from previously taught vocabulary, each containing a pair of homonyms. Have the student read each sentence, underline the homonyms, and write the words. (Reading and Writing) Example: 1. Joe has read the three red books. (read) (red) 2. Mother knew I wore my new dress. _____ 3. Eight girls ate four pizzas. _____	Work sheet Pencil Duplicating Masters: Phonics IVA.

Facilitating Activities	Suggested Materials
7. Write, on the chalkboard, one word from a pair of homonyms. Have the student write the word and its homonym. (Reading and Writing) Example: hole (hole, whole) by _____ mane _____ their _____ weight _____ too _____	Chalkboard Chalk Pencil Paper
8. Distribute a work sheet of incomplete sentences from previously taught vocabulary, each containing one underlined word from a pair of homonyms. Have the student read each sentence and write the word which contextually completes the sentence and the pair of homonyms. (Reading and Writing) Example: 1. Oh, how much do I (owe) you? 2. The queen was thrown from her _____ by the earthquake. 3. We _____ the herd of cattle.	Work sheet Pencil Kit: Vocabulary Development/ Self-Instructional Modalities. Homonyms/Homographs.
9. Distribute a work sheet of sentences from previously taught vocabulary, each containing a word which has a homonym. Have the student read the sentence, circle the word, and write its homonym. (Reading and Writing) Example: 1. I have (eight) cousins. (ate) 2. She is an (hour) late. (our)	Work sheet Pencil Kit: Homonyms.
10. Distribute a work sheet of numbered rows of words, three words per row, two of which have a homonym. Have the student circle the word in each row which does not have a homonym. (Reading) Example: 1. eight four (book) 2. two (home) fair 3. (clay) weight buy	Work sheet Pencil Games: Press and Check Bingo: Homonyms.

Facilitating Activities	Suggested Materials
11. Play "Homonym Relay." Divide the class into two teams. Write a word on the chalkboard. Have a member from each team go to the chalkboard and write the homonym of the given word. The first student who writes the word correctly scores a point. The team with more points wins. (Reading and Writing)	Chalkboard Chalk
12. Distribute a work sheet of pairs of words from previously taught vocabulary, some of which are antonyms and some of which are homonyms. Have the student write A for antonym or H for homonym. (Reading) Example: hard - soft ___(A)___ here - hear ___(H)___ blew - blue ___(H)___ tall - short ___(A)___	Work sheet Pencil Game: Tray Puzzle--Grammar.
13. Distribute a work sheet containing definitions of homonyms and a choice of two answers for each definition. Have the student underline the homonym which corresponds to the given definition. (Reading) Example: a. a story (tail, tale) b. an insect (be, bee) c. a color (blue, blew)	Work sheet Pencil
14. Play a tape recording of sentences, each containing a homonym, pausing after each sentence. Have the student write the homonym he/she hears in each sentence, as it is given. (Listening and Writing)	Tape recorder Pencil Paper
15. Distribute a seek and find work sheet and a list of homonyms. Have the student circle all of the homonyms on the work sheet. (Reading)	Work sheet Pencil

Facilitating Activities	Suggested Materials
16. Play "Homonym Spell Down." Divide the class into two teams. Have the first student spell a homonym. Have the first student on the second team spell the homonym to the given word. If he/she spells the word correctly, the team scores a point. Have the student on the second team spell another homonym, and have the first team spell its homonym. Continue until each team member has spelled a homonym. (Listening and Speaking)	
17. Give the student a written list of five pairs of homonyms that he/she often misspells. Have the student write a sentence, using each homonym as it is given. (Reading and Writing)	Work sheet Pencil
18. Distribute a work sheet with incomplete sentences from previously taught vocabulary, each having a choice of two homonyms. Have the student write the word which contextually completes each sentence. (Reading and Writing)	Work sheet Pencil

Example:

1. The dog's _____ is very short.
   tale, tail

Skill 16: Identifying Synonyms

Behavioral Objective: Given a written list of fifteen key words from previously taught vocabulary, each followed by three words, one of which is a synonym for the key word, the student will circle the word which is a synonym for each key word as it is listed.

Facilitating Activities	Suggested Materials
1. Write on the chalkboard the word synonym and explain that it is a word which means the same or nearly the same as another word. Read orally a sentence containing a descriptive word used twice. Have the student name a synonym for the descriptive word and repeat the sentence, using the synonym. (Listening and Speaking) Example: Teacher says: The lovely girl has a lovely voice. Student says: The pretty girl has a lovely voice.	Chalkboard Chalk
2. Read orally a set of three words, two of which are synonyms. Have the student name the two words that are synonyms in each set. (Listening and Speaking) Example: sunrise happy small evening glad huge dawn unhappy large	
3. Show word picture cards which have synonyms. Have the student name a synonym for each picture. (Speaking)	Cards: Synonym Poster Cards. Teacher-made picture cards

Facilitating Activities	Suggested Materials
4. Write on a transparency five sentences from previously taught vocabulary, each followed by three words. Explain that one of the three words has the same or almost the same meaning as the underlined word in the sentence. Have the student read orally each sentence and name the synonym for the underlined word. (Speaking and Reading) Example: 1. Did you see the lady <u>cry</u>? laugh weep talk 2. The <u>huge</u> man lifted weights. large small tiny 3. The <u>slender</u> woman looked nice. fat slim older	Overhead projector Transparency Kit: <u>Vocabulary Development/ Self-Instructional Modalities</u>. Synonyms/Antonyms.
5. Make a wall chart of pairs of synonyms. Read orally each pair, pausing after each to have the student repeat. (Speaking, Listening and Reading) Example: center - middle cent - penny scare - frighten silent - quiet couple - pair pail - bucket shake - shiver hit - strike try - attempt tired - weary grime - dirt smart - clever too - also tune - melody lively - exciting talk - speak creep - crawl sunrise - dawn strange - queer odor - smell field - meadow happy - glad unhappy - sad huge - large slim - slender cry - weep sum - total bald - hairless price - cost bold - brave wander - stray pitch - throw	Posters: <u>Power with Words: Synonyms</u>. Game: <u>Tray Puzzle--Grammar</u>.

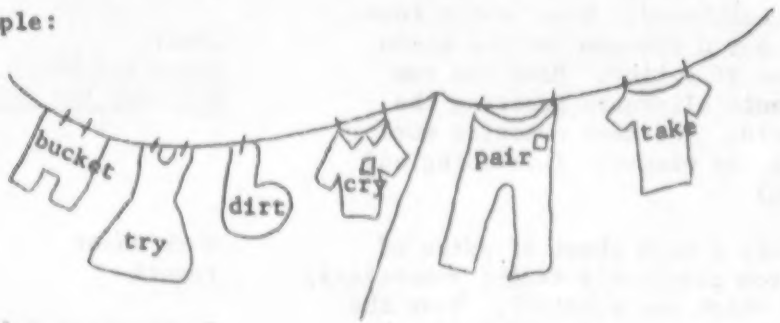
Facilitating Activities	Suggested Materials
6. Play "Last Word." Divide the class into two teams. Choose one member from each team. Seat the two members with their backs to the chalkboard. Write a word on the chalkboard. Have other team members say a synonym for the given word, one at a time. Have the two contestants alternate guessing the given word. The team guessing more words is the winner. (Listening and Speaking)	Forte, Imogene, et al. Kid's Stuff: Reading and Language Experiences, p. 42. Game: Press and Check Bingo: Synonyms and Antonyms.
7. Distribute a work sheet of pairs of words from previously taught vocabulary, some of which are synonyms. Have the student make a check mark beside the pairs of synonyms. (Reading) Example: (✓) silent - quiet (✓) close - near ____ well - ill ____ unhappy - glad	Work sheet Pencil Duplicating Masters: Phonics IIIA.
8. Distribute a work sheet containing the words from Activity 5 in random order. Have the student pair the corresponding synonyms by writing the two words side by side. (Reading and Writing)	Work sheet Pencil Duplicating Masters: Phonics IVA.
9. Distribute a work sheet containing a list of twenty randomly ordered words from previously taught vocabulary in one column and their corresponding synonyms, randomly placed, in a second column. Have the student match the words in the first column to their synonyms in the second column. (Reading)	Work sheet Pencil Duplicating Masters: Fourth Grade Language Drills: A Guide to Better English.
10. Play "Synonym Hang Out." Write on the chalkboard a list of words from previously taught vocabulary, each of which has a synonym. String a heavy string or clothesline across one end of the room. Put clothespins on the line. Have the student cut an article of clothing from construction paper, write a pair of synonyms (one on each side) on the clothing, and hang it on the line.	Forte, Imogene, et al. Kid's Stuff: Reading and Language Experiences, p. 39. Chalkboard Chalk Construction paper Pencil Scissors String Clothespins

(continued)

Facilitating Activities	Suggested Materials

Variation: Have the student think of her/his own synonyms and place on the line. (Reading and Writing)

Example:



11. Distribute a work sheet containing pairs of sentences from previously taught vocabulary, one sentence containing an underlined word which has a synonym, and the same sentence written without the synonym. Have the student read the first sentence and contextually complete the second sentence by writing a synonym for the underlined word. (Reading and Writing)

Work sheet
Pencil

Example:

1. The woman is not very skinny.
   The woman is not very _____.

2. The baby looks happy.
   The baby looks _____.

13. Distribute a work sheet with two columns. In the first column, write a list of phrases from previously taught vocabulary, each of which includes an underlined word which has a synonym. In the second column, write synonyms for the underlined words in random order. Have the student mark out the underlined word and write above it the synonym for that word. (Reading and Writing)

Work sheet
Pencil

Example:

	(cost)	
1.	the ~~price~~ of meat	a. spotless
2.	a clean room	b. glad
3.	the happy boy	c. cost
4.	a slender woman	d. brave
5.	a bold knight	e. slim

Facilitating Activities	Suggested Materials
13. Have the student name as many sets of synonyms as he/she can. Write the words on the chalkboard. Have the student choose one set of words and write a sentence for each word. (Speaking and Writing)	Chalkboard Chalk Paper Pencil
14. Distribute a work sheet containing a two-paragraph story from previously taught vocabulary, with incomplete sentences and a descriptive word in parentheses. Have the student read the paragraphs and write a synonym for each descriptive word to contextually complete each sentence. (Reading and Writing) Example: This story is very old and (fascinating) _____. You will really (like) _____ it.	Work sheet Pencil
15. Distribute a work sheet containing, from previously taught vocabulary, a list of pairs of words, some of which are synonyms, homonyms, or antonyms. Have the student read each pair of words and write S for synonyms, H for homonyms, or A for antonyms. Have the student explain her/his choice for each pair of words. (Speaking, Reading and Writing) Example: (H) eight - ate (A) tall - short (S) smart - clever (S) quiet - silent	Work sheet Pencil

Facilitating Activities	Suggested Materials
16. Distribute a work sheet of phrases listed below. Have the student write sentences advertising a house for sale, using the given phrases but substituting a synonym for the underlined words. Have her/him read orally her/his paragraph. (Reading, Writing and Speaking)	Work sheet Pencil Duplicating Masters: Language Patterns and Usage. Grade 5, Part 3, p. 2.

Example:

pretty	house	good	location
large	closets	handy	kitchen
nicely	decorated	all	air-conditioned
big	living room	fine	features

17. Distribute a work sheet of a list of fifteen key words from previously taught vocabulary, each followed by three words, one of which is a synonym for the key word. Have the student circle the word which is a synonym for each key word as it is listed. (Reading)	Work sheet Pencil

Example:

1.	quiet	(silent)	noise	almost

EMH: READING AND LANGUAGE ARTS--LEVEL V

Skill 17: Using the abbreviated form of words

Behavioral Objective: Given a written list of twenty words from previously taught vocabulary, each word having to do with time, measures of length, weight or quantity, titles of respect, streets, cities, states, days of the week, or months of the year, the student will write the abbreviated form of each word as it is listed.

Facilitating Activities	Suggested Materials
1. Write on the chalkboard the abbreviations Mr., Mrs., Ms., and Dr. Read orally each abbreviation, pausing after each, and have the student repeat each. Explain that an abbreviation is a shortened way of writing words and ends with a period; and that abbreviations of titles of respect and proper nouns begin with a capital letter and end with a period. (Listening and Speaking)	Chalkboard Chalk
2. Read orally an abbreviation, such as Mr., Mrs., Ms., or Dr. Have the student tell when, how and why each word is used. (Listening and Speaking)	
3. Make wall chart(s) of commonly used words and their abbreviations. Read orally each word and its abbreviation, pausing after each to have the student repeat. (Listening, Speaking and Reading)	Charts: Dictionary Skill Charts. Transparencies: Dictionary Skill Transparencies. Kit: Vocabulary Development/ Self-Instructional Modalities. Abbreviations/Contractions.

Example:

inch--in.	tablespoon--T
foot--ft.	teaspoon--t.
yard--yd.	cup--c.
mile--mi.	dozen--doz.
pound--lb.	second--sec.
ounce--oz.	minute--min.
pint--pt.	hour--hr.
quart--qt.	afternoon--p.m.
gallon--gal.	morning--a.m.
street--st.	Louisville--Lou.
road--rd.	Kentucky--Ky.
avenue--ave.	United States--U.S.
boulevard--blvd.	
lane--ln.	

(continued)

Facilitating Activities	Suggested Materials

Sunday--Sun.	January--Jan.
Monday--Mon.	February--Feb.
Tuesday--Tues.	March--Mar.
Wednesday--Wed.	April--Apr.
Thursday--Thurs.	May--_____
Friday--Fri.	June--_____
Saturday--Sat.	July--_____
	August--Aug.
day--da.	September--Sept.
week--wk.	October--Oct.
month--mo.	November--Nov.
year--yr.	December--Dec.

4. Distribute a column from the newspaper. Have the student circle all abbreviations and write a list of these abbreviations. (Reading and Writing)

   Newspapers
   Paper
   Pencils

5. Distribute a work sheet of sentences from previously taught vocabulary, each containing words which can be abbreviated. Have the student rewrite each sentence, using the abbreviated forms. (Reading and Writing)

   Work sheet
   Pencil

   Example:

   1. Doctor David Jones works on Main Street.
      (Dr. David Jones works on Main St.)

6. Distribute a work sheet of return addresses, using words in abbreviated form. Have the student circle the abbreviations and rewrite the address using the words which have been abbreviated. (Reading and Writing)

   Work sheet
   Pencil

   Example:

   John Smith

   741 Third (St.)

   (Lou.), (Ky.) 40210

Facilitating Activities	Suggested Materials
7. Play "Abbreviation Bingo." Distribute cards divided into 25 squares, each square containing the abbreviation of a word, and a set of tokens. Say a word. Have the student cover the abbreviation of the word if it is on her/his card. The player wins as in Bingo. (Listening and Reading)	Teacher-made bingo cards Tokens Game: Press and Check Bingo: Abbreviations and Contractions.
8. Have the student make a street sign from construction paper, using the abbreviations st., blvd., rd., ave., or ln. (Writing) Example: 	Construction paper Scissors Pencil
9. Distribute a work sheet containing equations of measurements. Have the student rewrite each equation using the abbreviated form of each word. (Reading and Writing) Example: 1. 60 seconds = 1 minute (60 sec. = 1 min.) 2. 60 minutes = 1 hour 3. 24 hours = 1 day 4. 7 days = 1 week 5. 52 weeks = 1 year 6. 365 days = 1 year	Work sheet Pencil
10. Play "Abbreviation Relay." Divide the class into two teams. Say a word which can be abbreviated. Have a member from each team go to the chalkboard and write the abbreviation of the given word. The first student who writes the abbreviation correctly scores a point. The team with more points wins. (Listening and Writing)	Chalkboard Chalk

Facilitating Activities	Suggested Materials
11. Distribute a work sheet containing unpunctuated, abbreviated addresses. Have the student rewrite each address, using a period and capital letter in each abbreviation. (Reading and Writing) Example: 1. 1346 n w 13th ave (1346 N. W. 13th Ave.)	Work sheet Pencil
12. Distribute road maps. Have the student write the abbreviations he/she finds and the word for each abbreviation. (Reading and Writing) Variation: Use cookbooks or recipe cards.	Road maps Paper Pencil Cookbooks Recipe cards
13. Distribute a work sheet of incomplete sentences from previously taught vocabulary. Have the student read each sentence and write Mr., Mrs., Miss, Ms., or Dr., in each blank to complete each sentence contextually. (Reading and Writing) Example: 1. When I am sick, I go to see ____ Jones. 2. My mother is _____ John Thompson. 3. ____ Jackson has never been married. Variation: Have the student write a.m. or p.m. to complete sentences contextually. Example: 1. I went to school at 7:00 _____. 2. School is over at 2:00 _____. 3. Bedtime is 9:30 _____.	Work sheet Pencil Duplicating Masters: Fourth Grade Language Drills: A Guide to Better English.

Facilitating Activities	Suggested Materials
14. Distribute a work sheet containing, in random order, the days of the week and months of the year and their abbreviations. Have the student pair the corresponding word and its abbreviation by writing the two words side by side. (Reading and Writing) Example: Work sheet: Dec., March, Tuesday, Mar., December, Tues. Student: Dec. - December, Mar. - March, Tues. - Tuesday	Work sheet Pencil
15. Distribute a work sheet containing a list of words from previously taught vocabulary in one column and their corresponding abbreviations, in random order, in a second column. Have the student match the words in the first column to their abbreviations in the second column by drawing lines. (Reading)	Work sheet Pencil
16. Distribute a work sheet containing a list of twenty words from previously taught vocabulary, each word having to do with time, measures of length, weight, quantity, streets, cities, states, days of the week, or months of the year. Have the student write the abbreviated form of each word as it is listed. (Reading and Writing)	Work sheet Pencil

EMH: READING AND LANGUAGE ARTS--LEVEL V

Skill 18: Recognizing declarative, interrogative, imperative and exclamatory sentences

Behavioral Objective: Given a written list of twenty declarative, interrogative, imperative and exclamatory, unpunctuated sentences from previously taught vocabulary, the student will punctuate each declarative and imperative sentence with a period, each interrogative sentence with a question mark, and each exclamatory sentence with an exclamation point.

Facilitating Activities	Suggested Materials
1. Review declarative and interrogative sentences. (Listening) Say: After a telling sentence, write a period. After an asking sentence, write a question mark.	Jefferson County Public Schools. EMH: Language Arts--Level IV, Skill 10.
2. Write on the chalkboard the following: Go to bed now. Shut the door for me, please. Read orally each sentence and have the student repeat. Have the student say what each of the sentences does. Explain that these sentences are imperative or command sentences. Explain that these sentences give a command to someone or order someone to do something. Also say that these sentences can make a request or ask a favor of someone. (Listening and Speaking)	Chalkboard Chalk Posters: Punctuation Pointers.
3. Write on the chalkboard the following: Write your name on the top line. Hand me that hammer, please. Read orally and have the student repeat. Have the student go to the board and underline the verbs in the sentences. Explain that the clue to command sentences is that the verb comes first in the sentence. Say that the subject of all command sentences is YOU and is understood (the word YOU is not in the sentence). Explain that each command sentence ends with a period. (Listening and Speaking)	Chalkboard Chalk Kit: Punctuation--Periods, Question and Exclamation Marks.

Facilitating Activities	Suggested Materials
4. Write the following sentences on the chalkboard: 1. Help me wash the dishes. 2. Will you help me wash the dishes, please? 3. Close that window, please. 4. Will you please close that window? Have the student orally tell which sentences are asking sentences (questions) and which are command sentences. (Reading and Speaking)	Chalkboard Chalk Cards: Sentence Builders. Economo Sentence Builder.
5. Read orally orally three sentences from previously taught vocabulary, one of which is an imperative (command) sentence. Have the student orally repeat the command sentence. (Listening and Speaking)	
6. Distribute a work sheet of imperative sentences from previously taught vocabulary. Have the student underline the verb in each sentence. (Reading) Example: 1. (Take) these towels and sheets upstairs for me, please. 2. Write this sentence on the board. 3. Throw the football over this way. 4. Bring some ice cream for me, too.	Work sheet Pencil

Facilitating Activities	Suggested Materials
7. Distribute reading books. Have the student find and write five examples of command sentences. Have the student orally read her/his sentences. (Reading and Writing)	Reading books Paper Pencil
8. Distribute a work sheet of numbered rows of imperative sentences, from previously taught vocabulary, some of which issue a command and others which make a request. Have the student write C next to the command sentences, and R next to the request sentences. (Reading and Writing) Example: 1. Walk me to the car. (C) 2. Help me with my homework, please. (R)	Work sheet Pencil
9. Write the following on the chalkboard: What a surprise that was! How pretty Michelle looks today! Explain that these sentences are called exclamatory sentences and often begin with the words, what or how. Explain that exclamatory sentences express a strong feeling and that the person's voice shows a strong feeling when he/she orally says this type of sentence. Have the student say each sentence with a strong voice. (Listening, Speaking and Reading)	Chalkboard Chalk
10. Write the following words on the chalkboard: oh help fire stop Have the student say sentences that show surprise or excitement, using each of the above words. Have the student show by her/his voice that she/he is surprised or excited when saying her/his sentences. (Speaking)	Chalkboard Chalk Jefferson County Public Schools. Learning Difficulties: Written Language--Levels IV-X, Activity 4, p. 35.

Facilitating Activities	Suggested Materials
11. Have the student read orally sentences such as the following, into a tape recorder: Listen to this. Throw it to me. Shut the door. Look out for the dog. Help! Help! Play the tape back to the student so that he/she may hear his/her voice intonation. (Listening, Speaking and Reading)	Tape Recorder Recordings: Rules for Punctuation. Cassettes for Sound Learning.
12. Write the following on the chalkboard: How hot it is today! What a lovely garden you have! Have the student read orally each sentence. Explain that all exclamatory sentences end with an exclamation point. (Listening, Speaking and Reading)	Chalkboard Chalk
13. Write on the chalkboard the following: What an interesting place they saw__ What interesting places did they see__ Have the student read orally each sentence. Have the student tell which sentence is an interrogative (question) sentence and which is an exclamatory sentence. Have the student go to the board and write an exclamation point after the exclamatory sentence and a question mark after the interrogative sentence. (Speaking and Reading)	Chalkboard Chalk
14. Read orally a list of questions and exclamatory sentences from previously taught vocabulary, pausing after each. Have the student raise her/his hand when she/he hears an exclamatory sentence. (Listening)	

Facilitating Activities	Suggested Materials
15. Read orally three sentences from previously taught vocabulary, one of which is an exclamatory sentence. Have the student repeat the exclamatory sentence. (Listening and Speaking)	
16. Distribute a work sheet with groups of three sentences from previously taught vocabulary, one of which is an exclamatory sentence. Have the student circle the exclamatory sentence. (Reading)	Work sheet Pencil
17. Make a wall chart of the following rules: Punctuation Rules 1. Put a period at the end of each statement and each command. 2. Put a question mark at the end of each question. 3. Put an exclamation point at the end of a sentence that is said with strong feeling. Read orally each rule, one at a time, and have the student repeat. (Listening, Speaking and Reading)	
18. Distribute a work sheet of interrogative, declarative, and exclamatory sentences from previously taught vocabulary, omitting the punctuation at the end of each sentence. Have the student write a period at the end of each declarative sentence, a question mark at the end of each interrogative sentence, and an exclamation point at the end of each exclamatory sentence. (Reading and Writing) Example: What name did you choose for your kitten__ What a cute name for a kitten__ She has a new kitten__	Work sheet Pencil

Facilitating Activities	Suggested Materials
19. Distribute a work sheet of declarative, interrogative, exclamatory, and imperative sentences, in random order, from previously taught vocabulary. Have the student read each sentence and write <u>T</u> for a telling sentence, a <u>Q</u> for a question sentence, a <u>C</u> for a command sentence and an <u>E</u> for an exclamatory sentence. (Reading and Writing) Example: 1. What a playful kitten you have! ____ 2. Please close the door, Tom. ____ 3. Ben finished his homework. ____ 4. Who is at the door? ____	Work sheet Pencil
20. Distribute a work sheet of a written paragraph composed of previously taught vocabulary, omitting all punctuation. Have the student write periods, question marks, or exclamation points to complete contextually the sentences in the paragraph. (Reading and Writing) Example: Let's watch the football game on television this afternoon__ What a game it's going to be__ The last time the Bears played the Rams, the Bears won by just one point__ Who do you think will win today__	Work sheet Pencil
21. Have the student write her/his own imperative, exclamatory, declarative and interrogative sentences and read them orally to the class. (Reading and Writing)	Paper Pencil

Facilitating Activities	Suggested Materials
22. Distribute a work sheet of twenty declarative, interrogative, imperative and exclamatory, unpunctuated sentences from previously taught vocabulary. Have the student contextually punctuate each sentence as it is listed. (Reading and Writing) Example: What is your name (?) Please come here (.) Mary is a nice student___ Oh, help me___ Who can do the work___ How silly you are___	Work sheet Pencil

NONPRINT MEDIA

Cards and Card Sets

Dolch Group Size Word Cards: Popper Words. Sets I and II. Garrard Press, 1960. Set I--Easier Half of Basic Sight Vocabulary; Set II--Harder Half of Basic Sight Vocabulary.

Dolch Vowel Cards: Group Size Phonic Cards. Garrard Press, n.d.

Economo Sentence Builder. Milton Bradley Company, n.d.

Picture Word Matching Game. St. Regis Instructional Materials, n.d. Set of 31 cards.

Sentence Builders. Milton Bradley Company, n.d.

Sight Phrase Cards. Garrard Press, 1948.

Spell Power. Kenworthy Educational Service, Inc., n.d. Set of cards including alphabet, initial consonant and blending sounds, prefixes, suffixes.

Word Prefixes. Kenworthy Educational Service, Inc., n.d. Set of cards presenting 21 prefixes blended to form 216 words.

Word Suffixes. Kenworthy Educational Service, Inc., n.d.

Charts and Posters

Alphabet Wall Cards: Cursive. Milton Bradley Company, n.d.

Alphabet Wall Cards: Manuscript. Milton Bradley Company, n.d.

Dictionary Skill Charts. Ideal School Supply Company, n.d. 18 charts on dictionary use.

Homonym Poster Cards. Milton Bradley Company, n.d. 30 cards, 11" x 14", showing 60 pairs of homonyms.

Phonic Analysis Charts. Ideal School Supply Company, n.d. 18 charts describing vowel, diphthong and letter combination rules.

Power with Words: Homonyms. Vanguard Visuals Co., n.d. 4 color posters 8½" x 22".

Power with Words: Prefixes. Vanguard Visuals Co., n.d. 4 color posters 8½" x 22".

Power with Words: Suffixes. Vanguard Visuals Co., n.d. 4 color posters 8½" x 22".

Power with Words: Synonyms. Vanguard Visuals Co., n.d. 4 color posters 8½" x 22" and 14 work sheets.

Spelling Generalization Charts. Ideal School Supply Company, n.d. 18 charts.

Synonym Poster Cards. Milton Bradley Company, n.d. 30 word cards 11" x 14".

Word Building Charts. Ideal School Supply Company, n.d. 18 charts dealing with suffixes, prefixes, contractions, possessives and developing compound words.

Duplicating Masters and Transparencies

Basic Dictionary Skills. Grades 3-6. Milliken Publishing Co., n.d.

Basic Library Skills. Grade 4-6. Milliken Publishing Co., n.d.

Basic Skills for Everyone. CEBCO/Standard Publishing, n.d.

Building Dictionary Skills. Level 1. Hayes School Publishing Co., Inc., n.d.

Dictionary Skill Transparencies. Ideal School Supply Company, n.d. 18 charts on dictionary use.

Fourth Grade Language Drills: A Guide to Better English. Hayes School Publishing Co., Inc., n.d.

Language Patterns and Usage. Grade 4, Part 1. Continental Press, Inc., n.d.

Language Patterns and Usage. Grade 5, Part 1. Continental Press, Inc., n.d.

Language Patterns and Usage. Grade 5, Part 3. Continental Press, Inc., n.d.

Our Living Language. Grade 4, Book 1. Milliken Publishing Co., n.d.

Our Living Language. Grade 4, Book 2. Milliken Publishing Co., n.d.

Phonic Analysis Transparencies. Ideal School Supply Company, n.d. 18 charts describing vowel, diphthong and letter combination rules.

Phonics IIIA. Hayes School Publishing Co., Inc., n.d. Spirit masters, teacher's key.

Phonics IVA. Hayes School Publishing Co., Inc., n.d. Spirit masters, teacher's key.

Phonics and Word-Analysis Skills. Grade 4, Part 1. Continental Press, Inc., n.d. 30 spirit masters, teacher's key.

Phonics and Word-Analysis Skills. Grade 4, Part 2. Continential Press, Inc., n.d. 30 spirit masters, teacher's key.

Phonics and Word-Analysis Skills. Grade 5, Part 2. Continential Press, Inc., n.d. 30 spirit masters, teacher's key.

Practice in Dictionary Skills. Instructor Curriculum Materials, n.d.

Special Vowel Patterns. Part II. The Instructor Corporation, n.d. Duplicating masters for ɑ, oo, ou, oy, oi, igh, ild, ind.

Spelling Generalization Transparencies. Ideal School Supply Company, n.d. 18 transparencies.

Third Grade Language Drills: A Guide to Better English. Hayes School Publishing Co., Inc., n.d.

Using Good English. Grade 5, Semester 1. Continental Press, Inc., n.d.

Word Building Transparencies. Ideal School Supply Company, n.d. 18 charts dealing with suffixes, prefixes, contractions, possessives and developing compound words.

Games

Group Word Teaching Game. Garrard Press, 1944.

Press and Check Bingo: Abbreviations and Contractions. Milton Bradley Company, n.d. Game for 30 players.

Press and Check Bingo: Homonyms. Milton Bradley Company, n.d. Game for 30 players.

Press and Check Bingo: Prefixes and Suffixes. Milton Bradley Company, n.d. Game for 30 players.

Press and Check Bingo: Synonyms and Antonyms. Milton Bradley Company, n.d. Game for 30 players.

Tray Puzzle--Grammar. Ideal School Supply Company, n.d. Set of 4 puzzles--Homonyms, Synonyms, Opposites, Comprehension.

Kits

Combination Form-A-Word Kit. Kenworthy Educational Service, Inc., n.d. 4 sets of cards including word blends, prefixes, suffixes and syllables.

Homonyms. Instructo Learning Center. The Instructor Corporation, n.d. Includes class progress chart, teaching guide, spirit duplicating activities.

Punctuation--Periods, Question and Exclamation Marks. The Instructo Corporation, n.d. Includes puzzles, gameboard, poster, spirit masters.

Second Experiences with Vowels and Consonants. Parts 1 and 2. McGraw-Hill Early Learning, n.d. Includes cards, charts.

Sight and Sound Phonics Program. Weber Costello Instructional Material, n.d. Phonics program with three records.

Vocabulary Development/Self-Instructional Modalities. Milton Bradley Company, n.d. Cassette tapes, individual response sheets.
Contents: Abbreviations/Contractions. Homonyms/Homographs.
Prefixes/Suffixes. Word Endings.
Synonyms/Antonyms.

Other

Punctuation Pointers. Trend Enterprises, n.d.

Recordings

Rules of Punctuation. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 6 cassettes.

Spelling Generalizations. Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 9 cassettes, 18 lessons.

Workbooks

Prevo, Helen. My Language Arts Book. Frank E. Richards Publishing Co., 1973.

Wolfe, Don M. Enjoying English. Practices 7. Linguistics ed. New York: Random House/Singer School Division, 1972.

BIBLIOGRAPHY

Ekwall, Eldon E. Locating and Correcting Reading Difficulties. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

Forte, Imogene; Pangle, Mary Ann; and Tupa, Robbie. Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn.: Incentive Publications, Inc., 1973.

Forte, Imogene; Frank, Marjorie; and MacKenzie, Joy. Kid's Stuff: Reading and Language Experiences. Nashville, Tenn.: Incentive Publications, Inc., 1973.

Heilman, Arthur, et al. The New Phonics We Use. Book E. Chicago, Ill.: Rand McNally & Co., 1972.

Jefferson County Public Schools. EMH: Language Arts--Level III. Louisville, Ky.: Jefferson County Public Schools, 1975.

_____. EMH: Language Arts--Level IV. Louisville, Ky.: Jefferson County Board of Education, 1976.

_____. Learning Difficulties: Oral Language Development--Levels IX-X. Louisville, Ky.: Jefferson County Board of Education, 1975.

_____. Learning Difficulties: Written Language--Levels IV-X. Louisville, Ky.: Jefferson County Board of Education, 1975.

Kottmeyer, William A., and Ware, Kay. Conquests in Reading. New York: McGraw-Hill Book Company, 1963.

Wallace, Gerald, and Kauffman, James M. Teaching Children with Learning Problems. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELFCTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____